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INDIAN JOURNAL

OF

EDUCATION.

VOLUME V.

(FORMERLY "MADRAS JOURNAL OF EDUCATION," VOL. XXXVII.)

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N.B.—The Titles of Articles are printed in Italics.

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THE
INDIAN JOURNAL OF EDUCATION

(FORMERLY THE MADRAS JOURNAL OF EDUCATION.)

VOL. XXXVII. {MADRAS JOURNAL OF EDUCATION INDIAN JOURNAL OF EDUCATION} VOL. V.

JANUARY 1897.

THE FIRST MADRAS EDUCATIONAL CONFERENCE.

THE Educational Conference which was held in Madras on December 21st and 22nd differs from those recently held in some other Provinces in the fact that it was not like these official. It was held on the invitation not of the Government or the Director of Public Instruction but of the Madras Teachers' Guild. If it therefore wanted some of the prestige which those Conferences perhaps possessed, it gave facilities for a more spontaneous expression of opinion, and the educational authorities, we may be sure, will not value it the less as a guide to what is thought and felt in educational circles. Dr. Duncan's attitude to the Conference has been sympathetic and most of the other prominent educationists have in one way or another shown their interest in it.

Being the first of its kind held in Madras, the Conference may be regarded as an [illegible]nt, and an experiment conducted under circumstances [illegible] the most favourable. Misgivings were no[illegible] [illegible]e time suitable? Could a sufficient n[illegible] [illegible]m the mofussil attend to make it repre[illegible] [illegible]y? Were the arrangements satisfactory?

Would the programme be appropriate to the composition of the Conference? To these and many other questions, experience alone could give a certain answer—and experience there was none. But the result justified the judgment of the Committee of Management. The success of the Conference was sufficient to gratify all who were present at it and to ensure that the Conference will be repeated. In future, probably, arrangements will be begun earlier, and longer notice given to those interested. There will be more time for the choice of subjects for discussion and for the preparation of papers on them; and the knowledge that such a Conference is to be held will probably enable many who this year were prevented from attending to arrange to do so in future. The Conference was fairly representative of the educational community. The highest ranks of the Department and of the First Grade College staffs were, it is true, not so fully represented as was hoped, illness and other unavoidable causes preventing more than about a score of the recognised leaders of the profession from attending. The majority of those present was made up of teachers in the F. A. classes of our Colleges and in High Schools, and the Conference may be regarded as, in a special sense, the mouthpiece of this portion of the educational world. The corresponding part of the Inspectorial staff was also fairly represented ; a few managers attended ; a few teachers in Middle Schools made up the number. The Conference, while not perhaps a body of men accustomed to take a wide view of the whole field of education, was composed of practical men who knew their own work, its drawbacks and defects as well as its capabilities and successes.

The discussions were on the whole such as might be expected from the composition of the Conference. The fears entertained by some that the meetings would produce only wild talk were soon dispelled. Most of what was said was practical and to the point. Nearly every speech was a real contribution to the consideration of the subject under discussion. If some spoke too often and others whose experience would have been valuable remained silent, this could scarcely be avoided in a meeting the members of which were more or less unknown to each other. As intercourse between teachers extends, this will perhaps be remedied in future years. A criticism of one debate which appeared in *The Hindu* il[illegible]es the weak side of some of the speeches. The writer

ustly that in their zeal for the removal of certain draw- to education, some of the speakers advocated changes would curtail the privileges of local self-government recently red on the people of India. Nothing could more clearly the benefit of the Conference in revealing the complexity of of the problems suggested by our system as it exists to-day and the good it may do in widening the views of those who follow its debates. The same advantage to be derived from the Conference was conspicuously seen in more than one debate in which a view that seemed perhaps obvious at first to one class of those present was afterwards shown to conflict with larger interests. The more representative the Conference, the greater will this benefit become, and those whose position enables them to take wider views will find in the Conference not their least opportunity of serving the cause of education.

The rules of the Conference were calculated to secure fair discussion and to prevent hasty and ill-considered resolutions. They worked easily and without friction, for there was a most gratifying absence of self-assertion among those present. The harmony that prevailed and the marked desire of all to subordinate personal preferences to the success of the Conference were among the chief features of the meetings. Perhaps indeed the greatest benefit of the Conference to those present was its value as an object-lesson in the conduct of a deliberative assembly. To many perhaps the concessions made to the feelings of minorities and the compromises made to secure unanimity were strange, but they certainly set a good example which will as certainly be followed in future years. The fear that was expressed lest the Conference should commit itself to violent procedure or to ill-advised expression of one-sided views was thus happily unfulfilled. The right to pass resolutions was laid down, but the Rules safeguarded it by forbidding any general resolution to be brought forward except on subjects discussed in the Conference, by allowing nobody but the Business Committee to move a resolution, and by providing that resolutions which did not command practical unanimity should be dropped. Thus no resolution could be carried which had not run the gauntlet first of a general discussion of its subject-matter, secondly of a careful consideration by a select committee of representative educationists, and lastly of the decision of each individual member of the Con-

ference. In this case, these precautions were accentuated by those present. Mr. Cooling and others warned the Confer those dangers which the Rules of the Conference had been to guard against. So efficient were the safeguards provide against not a single resolution as carried was a word breat the most cautious person present. Some of the resolutions modified in the meeting to secure unanimity, but as they stand they must be regarded as expressing the mind of the *whole* Conference. A wise discretion was shown in the character impressed upon these resolutions. In scarcely any instance did the Conference commit itself to any line of immediate action. Where this was done, it was to carry out proposals which had been before the Teachers' Associations for months past. In general, the resolutions recommended investigation and deliberation on questions which must be ackowledged by all to be of great practical importance. Haste is one of the last charges which can fairly be pressed against the Conference. To turn to the programme itself. Most of the subjects discussed were precisely those on which those present at the Conference may most claim to be heard. Had they related to the University or to First Grade Colleges, those present could scarcely have given what would pass as expert opinion. This tempting kind of subjects was however almost unrepresented in the programme, and fortunately the great majority of the subjects related to the working of those classes with which the members of the Conference were best acquainted. The high politics of education was touched by Mr. Bhabha's paper on *The Stage at which English should be Taught.* On this the conversation was useful and natural. The teachers present spoke on it from the point of view of school-working, a point of view not always considered; others looked at it from that of those who trace the effects of education in after-life. The Conference felt itself in no position to balance the advantages and disadvantages of the different systems followed, but contented itself with the very practical procedure of calling attention to dangers which thoughtful teachers will guard against, where English is taught early or is made a medium of instruction for children of tender age.

The liveliest discussion followed Mr. Duchesne's discourse on *The Teaching of Languages in Indian Schools.* His dictum 'The Pundit must go' echoed by Mr. Srinivasa Sastri roused strong protest.

very j:emplary thoroughness of the Pundit's learning was dwelt on backs ..; the impossibility of replacing him by others. Mr. Râma which paper on *The Conditions of Public Examinations* brought confer.. strong feeling that exists against the multiplicity of public show..inations and the use that is made of the Primary Examination some particular. Many evidently regard the union of educational test and criterion for Government employment in the same examination as essentially harmful to the cause of sound education. Mr. Râma Row and Mr. Coombes, followed by the speakers on their papers, voiced a feeling that the arrangements for the teaching of science are not satisfactory and that it would be well if the Department and University would turn their attention to this matter. Circumstances prevented the question being sufficiently discussed, but it will certainly be heard of again, The subject dealt with by Mr. Vasudevachari—*The Curriculum in Primary and Lower Secondary Schools*—was too wide to admit of satisfactory consideration in the time at the disposal of the Conference, but various points were raised to which no doubt teachers and others will give thought during the coming year. For it would be a mistake to treat these papers as presented merely to the Conference or to regard discussion on them as closed within the hour allotted to them in the meeting. Many from which no immediate result follows may be pregnant with ideas that will fructify in after days. Mr. Stone's speech on *College Societies and Clubs* was suggestive, and Mr. Srinivasa Sastri in his paper on *The Relation of Teachers to Managers* made it clear that there is a disposition among some teachers to endeavour to recognise the difficulties of managers. The Conference unanimously committed itself to the principle that the real interests of teachers and managers are identical, and endorsed the writer's suggestion that in the internal working of the school, teachers should be consulted through Teachers' Meetings. The paper on *Teachers' Associations* and the Report of the Madras Teachers' Guild Committee on *Provident Funds* were discussed in a special business meeting of the Guild Council and representatives from the mofussil. The recommendations to the Teachers' Guild which the Conference made as the result of this meeting pointed to the filiation or federation of all Teachers' Associations throughout the Presidency, and to a strong effort being made to provide for all teachers throughout the Presidency some opportunity of securing retiring allowances

or pensions. Perhaps, the two most important papers read at the Conference were that by Mr. L.C. Williams Pillai on *The Status of Primary Teachers* and that by Mr. Barrow on *The Organisation of Local Fund Education.* Each writer emphasized what is so generally recognised, the unsatisfactoriness of the present conditions of things as regards his subject. Each also had clear and strong opinions as to the times of improvement to be adopted. The Conference wisely refrained from endorsing any of the suggestions made as to the methods of reform, not having fully considered them—but it found no objection to asking the Government to investigate the existing conditions with a view to their amendment.

As has been said, the Conference was an experiment. It may unhesitatingly be acknowledged to have succeeded. All who were present, we believe, look back upon it with pleasure. Apart altogether from any improvement in our educational system which its formal action may directly or indirectly effect, the results of the Conference upon those present seemed to be excellent. The passing of resolutions is by no means an essential part of such a Conference. The number passed this year may perhaps not be reached again. Later Conferences will not have the same untouched field to cover. And indeed it may well be that the most useful Conference might be one at which not a single resolution is passed. The ventilation of ideas is often more important than a formal pronouncement of views, and it would be an error to judge of the success of such a gathering by the resolutions passed or the results which flow from them. The opportunities of intercourse with fellow-workers which it afforded, the new acquaintanceships formed at it, the bringing together of teachers of various grades and nationalities alone would have made the Conference useful. These results of it, equally with the presentation of different sides of the questions discussed cannot fail to broaden the views of those who attended. The promotion of esprit de corps and of intelligent study of educational questions, a renewed appreciation of the ideals of the teacher, a clearer perception of what is strong in our methods and what are the dangerous tendencies in them to be counteracted are among the other benefits which as shown in this case such meetings may produce. If only the same prudence as regards resolutions, the same adherence in discussion to what is practical, the same subordination of the individual to the whole, the same confid-

f the members in one another is shown in future years, an ... Conference of this kind may be an unmixed good. The ...s attained in this instance justifies the repetition of such a ...rence; the experience gained should make future Confer... more successful and useful still.

Appended are the Resolutions adopted by the Conference—in each case without a dissentient voice or vote:—

(1) That this Conference would respectfully request the Director of Public Instruction to consider whether any further steps can be taken to improve the qualifications and remuneration of Primary teachers in this Presidency.

(2) That while reserving its opinion as to whether the teaching of English is begun too early, this Conference would call attention (1) to the danger resulting from the introduction of the study of English at an early stage in schools of discouraging the study of the Vernaculars, (2) to the danger resulting from the use of English as a means of imparting instruction in the lower classes of schools, of encouraging a mere knowledge of words and phrases without a real comprehension or assimilation of the facts underlying them.

(3) That this Conference would ask the Madras Teachers' Guild to prepare, as early as possible, a scheme for the affiliation of Teachers' Associations throughout the Presidency and submit it to all existing Associations for their opinion.

(4) That this Conference, holding that the real interests of teachers and managers are identical, believes that in the extension of Teachers' Meetings and other methods by which the teaching staff of larger institutions may be consulted on matters relating to the internal working of the institutions will be found a means of improving the relations between teachers and managers.

(5) That this Conference would ask the Madras Teacher's Guild to approach the Educational Department with the request that Local Boards and Municipalities be urged to make some provision for pensions or retiring allowances being given to teachers in their employ.

(6) That this Conference considers that it is very desirable that some kind of Provident Fund should be started for the benefit of teachers in schools under private management. The Conference requests the Teachers' Guild to communicate with managers throughout the Presidency with a view to ascertain (1) to what extent their teachers are already provided for by Provident or Benevolent Funds, and (2) how far they (the managers) would be prepared to co-operate with the Madras Teachers' Guild in the formation of such a fund for those not already provided for.

(7) That this Conference, being of opinion that the relations between the Local and Municipal bodies and the schools connected with them directly or indirectly are in many cases unsatisfactory, would ask the Government

through the Educational Department to initiate an investigation into Fund Education and to consider whether any steps can be taken to p on a better footing on the lines suggested by the Educational Comm of 1882-83.

FAILED B. A's OF THE MADRAS UNIVERSITY.

We print below three letters which have recently appeared in the '*Madras Mail*', and which are a continuation of the discussion on Mr. Vaithianatha Aiyar's proposal which was recently passed by the Senate. The writers of the letters have very wisely signed their names; consequently, the letters derive additional weight and influence from the fact that they are written by men who are well known in Southern India to be experienced educationists. The Rev Mr. Kellett's letter appeared very opportunely. The general public must have thought that all the arguments were against Mr. Vaithianatha Aiyar; so persistently had his proposal been attacked. Those that are intimately acquainted with this matter however know that this is not the case. On the contrary.

Before leaving this subject, we would like to draw the attention of our readers to one fact which is, we think, of great importance. In the majority of the letters that have appeared in the 'Mail,' native opinion has been altogether ignored, or any reference to it has been accompanied by a cynical sneer. It has been tacitly assumed that the Principals of First Grade Colleges are more likely to form a correct judgment on a matter of this kind than members of the Senate who are not educationists; but we entirely differ from this assumption. It is impossible and unjust to ignore the opinions of such distinguished men as the Hon'ble Mr. Justice Subrahmanya Aiyar and Mr. N. Subrahmanyam. The first is a graduate of the University in Law, he is a member of the Senate and a member of the Syndicate, and the Syndicate showed its appreciation of his abilities by appointing him to deliver the convocation address last year. He is well known to take the keenest interest in the affairs of the University. Mr. N. Subrahmanyam is a graduate in Arts and in Law of the Madras University, he has also had the training of a barristar in England and was for many years a school-master. Why should not these gentlemen be as capable of forming a correct and sound opinion on

a question of this sort as the Principal of a First Grade College? The probability is that, by virtue of their age and experience and by the fact of their being in close touch with the educated native community, they would arrive at a conclusion which men with less experience and with less knowledge of the natives of the country could not possibly have any right to question. At any rate, it is not the policy of Government to ignore the opinions of such gentlemen, otherwise they would not be members of the Senate. It is unjust to shut our eyes to the fact that native opinion is unanimously in favour of Mr. Vaithianatha Aiyar's proposal.

We must allow also that in no University in the world, however widely it differs from or however closely it agrees with the constitution of the Madras University, has such a restriction been placed on its failed candidates as the University of Madras has placed upon its unfortunate under-graduates during the last four years.

The letters of Messrs. Cook and Denham, though they arise from the discussion on Mr. Vaithianatha Aiyar's proposal, give a different direction to the controversy. The constitution and management of the University are criticised, and evidently there is a strong opinion among the members of the Senate resident in the mofussil that University affairs are too much in the hands of the members of the Senate residing in Madras. There can be no question that the larger the number of members present at the Senate meetings, the more satisfactory and complete will be the discussions and the conclusions arrived at. But the Madras Presidency covers a large area, and it seems almost impossible to arrange that the mofussil members shall attend important Senate meetings. In the first place, there is the expense, which to many is prohibitive, and in the next place, there is the time. The Madras University pays the travelling expenses of chief Examiners who wish to be present at the discussion of the papers that they have set. The Senate might be induced to pay the travelling allowance of mofussil members but it would be very [illegible]stly. Mr. Denham suggests the Christmas holidays as a su[illegible] but unfortunately then, the members res[illegible] [illegible]erally absent. If the mofussil Col[illegible] [illegible] Christmas holidays, some portion [illegible] [illegible] by the Syndicate for the consider- [illegible] [illegible]an ordinary interest, at the discussion

[illegible] retoea[illegible] [illegible]y, till the [illegible]e Principals

of which mofussil members would be free to be present. We hear on good authority that the Syndicate have asked the Senate to allow them to submit proposals embodying the above suggestions, and we have no doubt the Senate will be agreeable. Then will be the opportunity of gentlemen who are of the same opinion as the writers of the two letters to see that some scheme is formulated which will be practicable and satisfactory to the members of the Senate who do not reside in the Presidency Town.

I.

THE MADRAS UNIVERSITY AND AFFILIATED COLLEGES.

SIR,—As one of the older Fellows of the Madras University, I have had considerable experience of its working, and of its changes of curriculum and By-laws during the past 19 years. I trust you will therefore allow me to make some remarks and suggestions *apropos* of the present relations of the University to its affiliated Colleges, and the result of these relations. The following may be laid down as axiomatic truths, on which the Madras University system of education should be based :—

i. The Madras University could not exist without its affiliated Colleges.

ii. The term *affiliation* should connote a very close relationship between these Colleges and the University.

iii. The affiliated Colleges in Madras form now but a very small fraction of the whole body of such Colleges, though this was not so at first.

[For F.A. Madras has only 5 out of a total of 36 affiliated Colleges; for B.A. Madras has 3 out of 15; and for Law, Medicine, Engineering and Teaching, Madras has 5 out of 7. In all, Madras has only 13 out of 58 affiliated Colleges].

iv. The affiliated Colleges outside Madras being the major part of the University body should not be ignored by the minor part in Madras.

v. The Principal of every affiliated College ought to be *ex-officio* a Fellow of the University.

vi. The number of Fellows who have no practical experience of educational work should be strictly limited, as education, like any other science and art, should be entrusted to experts.

vii. All important changes of University Rules should, as a matter of course, be referred to the Principals of all affiliated Colleges affected by such changes for expression of their opinion before decision by Senate Meetings in Madras, which of necessity can be attended by only a small fraction of the whole body of Fellows.

Now, based upon these axioms, the following proposition may fairly be put :—"That the recent change in the By-laws regulating attendance certificates for the B.A. examination should not be either sanctioned or [illegible] by His Excellency the Governor, and Chancellor of the Universit[illegible] University submits a report as to the opinion of the majority of th[illegible]

olleges on the proposed change, and reconsider the propos- light of such opinion. For:—

ipals of First Grade Colleges were not consulted.

ns of these Colleges are outside Madras.

olleges will be more affected by it than Madras Colleges.

ere are Principals of First Grade Colleges who are not Fellows of iversity, but whose opinion would be of much value.

v. It was nominally "carried" at a small meeting of one-fifth of the whole body of Fellows.

vi. It was nominally "carried" by the aid of non-educational Fellows, and against the opinion of practically all educational Fellows present at the meeting.

vii. It was nominally "carried" by a majority of two votes, and it is said that one Fellow voted by misapprehension on the wrong side, so that it was, if this is the fact, a miscarriage.

Personally, I think that the proposed change may do less harm than some suppose, and also that it may be less beneficent than its supporters fancy. It is the *general principle* by which it is supposed to have been carried that is baneful to the best interests of the University.

Central College, Bangalore. J. Cook.

II

Sir,—It is to be hoped that neither Mr. Vythianatha Iyer nor the public will regard the various "false guides," &c., as representing the whole of the class to which they claim to belong. There must be many College lecturers who like myself feel that the persistency with which he has been attacked, and the character of the attacks made upon him would scarcely have been justified even had the proposal he made in the Senate been absolutely absurd. But nobody I think can reasonably deny that the question he raised is one which is fairly open to discussion. Yet the fact that in the debate in the Senate the eminent educationists were on one side, and the lay element on the other, has been regarded as implying that from the educational point of view at any rate nothing can be said for the proposal. Even were that so, there might be reason in it. But when it is so far assumed that educational opinion condemns the proposal, that there is talk of invoking the veto of Government on this ground, it may be desirable to examine the assumption. It might perhaps be questioned whether, as seems to be taken for granted, the ten or twelve educationists present at the deebate represented the unanimous opinion of the educationists of the Presidency. It would also be of interest to ascertain how many voted against Mr Vythianatha Iyer's proposal, not on account of its principle, but because they thought it unworthy of the Senate to undo so soon what it had done so recently. But let us suppose that all educationists are opposed to his proposal; is their objection to it of such a nature as to remove it beyond the sphere of reasonable discussion? Is all argument on one side? Apparently not. The mind of our eminent educationists has, to judge from their action, swayed this way and that, and

there would seem to be little more weight of argument on
the other. The rule against which Mr. Vythianatha Iyer
brought forward by the Syndicate in a rather hesitating way
necessary to interpret it, the Syndicate, rather than en
adopted the *reductio ad absurdum* of laying down that
having sent in his application shirks the examination has not fa...
it was proposed to extend the rule to the F. A., the Syndicate's advo
this step was halting and apologetic and the opposition in the Senate, le
some of Mr. Vythianatha Iyer's eminent educationist opponents,—was so strong that the proposal was withdrawn. And yet there would seem to be as much to be said in favour of insisting on return to College in the case of failed F. A's as of doing so in the case of those who have failed in some of the Science Branches of the B. A., and less to be said against it. The conduct of our eminent educationists, therefore, would seem to show that to advocate the repeal of the rule is not a conlusive sign of enmity to education or of unreasoning stupidity. Moreover the character of the question should be borne in mind. It is simply whether an ideally desirable course should be made compulsory despite certain practical drawbacks involved. To balance advantages and disadvantages accurately is proverbially difficult. Our eminent educationists, to judge from their conduct during the last two or three years, have found it hard to decide on the comparative importance of those involved in the question raised. And confessedly Mr. Vythianatha Iyer and his supporters are in a better position to estimate the disadvantages than some of his opponents. Yet some of the letters addressed to you assume not merely that all educationists are opposed to his proposal, but that their opposition is fundamental and that it is in itself sufficient to prove that he is a wrongheaded and mischievous meddler. Is this fair? Your correspondents —protected by their anonymity—are more and more speaking as though they represented our class. The silence of others may have encouraged the belief that they do so. I at least should be sorry to be taken as speaking through them.

Madras, 29th Dec. F. W. KELLETT.

III.

SIR,—It was a welcome surprise to find in your issue of the 31st ultimo two letters on the above controversy, signed by prominent educationists. Former letters on the subject have appeared under pseudonyms, but the question has now assumed such importance that those who take part in the controversy would do well to lend the weight of their names to the views they advocate. Mr. J. Cook's letter marks the new, and far more important stage at which the discussion has now arrived. The proposal of Mr. Vythianatha Iyer dwindles into comparative insignificance in view of the larger issue to which Mr. Cook's letter in particular draws attention. As regards Mr. Vythianatha Iyer's motion, I have shown elsewhere that there is very much to be said in its favour. But the point to which I attach the greatest importance is the anomaly and injustice of allowing so important a matter

of First Grade C[illegible] a handful of Fellows (many of them non-educational) resident ed change is [illegible] the [illegible]e whole question, therefore, of the Constitution of the Uni- i. [illegible]y, the [illegible] Princ[illegible]malies of which I have been setting forth for years past, is ii. [illegible]ved [illegible] our-fift[illegible] less important question which Mr. Vythianatha Iyer's pro- iii. has Such C[illegible]l. Those who have the true interests of the University at iv. [illegible]t mu The[illegible] delighted at the turn which the controversy now promises to the Un[illegible] an[illegible] [illegible]u Sir, are performing a public service by allowing the important [illegible]estion of the Constitution of the University to be ventilated in your columns. Mr. Cook, in his letter, lays it down as an axiom that every affiliated College should be represented in the Senate. In other words, the affiliated Colleges of the Madras University should form, what they certainly do not form at present, a true Federation of Colleges. When this reform has been undertaken, many other necessary reforms will doubtless follow. It may be urged as an objection to the better representation of the outside Colleges, that the distances are too great to enable Mofussil Fellows to attend the meetings of the Senate. It is hardly to be expected that these Fellows should undergo the expense and trouble of attending the Senate Meetings, even supposing they could always obtain the necessary leave. It seem plain, therefore, that they should be allowed to express their opinions and to record their votes in writing. There are no doubt objections to the system of voting by proxy, but it must either come to this, or the Mofussil Colleges, forming as they do the major part of the University, must remain virtually unrepresented. But it has been suggested that the difficulty might be met by the University holding a succession of Senate Meetings, say, during the Christmas Vacation, at which questions concerning the welfare of the University might be discussed and votes taken. This would enable the Mofussil Fellows to be present, and I am sure most of them would avail themselves of the opportunity. I would suggest the formation of an Association of Mofussil Colleges to be entrusted with the task of looking after the interests of outside Colleges. If an experienced educationist, like Mr. Cook, the Principal of the Central College, Bangalore, would undertake its formation, success would be guaranteed. As it is, many of us in the Mofussil feel that the present constitution of the Madras University involves an intolerable injustice which should receive immediate and serious attention.

Mysore, 2nd Jan. THOMAS DENHAM.

MANAGERS AND TEACHERS.

The relation of Managers to Teachers is evidently one of those questions that are engrossing the attention of the educational world of Madras. On the 21st December last, at the Educational Conference a paper was read on the subject by Mr. V. S. Srinivasa Sastri of Pachaiyappa's College, and at the Teachers' College Day, which

was celebrated on the 23rd December, Messrs. T. K. Rao of the Presidency College and S., Vasudevachar Royapettah College read each a paper bearing larg same topic. In the language of one of the resolutio the Conference the real interests of Managers and of identical. But so are the real interests of the rulers a ruled in every country, and the real interests of capitalists and labourers. The difficulty in practice is to determine what exactly those real interests are, and what the proper means for securing those interests; and capitalist and labourer, ruler and ruled, Manager and Teacher, all alike find themselves as often in opposition to each other as in perfect mutual trust and goodwill. In the case of Managers and Teachers in Madras, we are in a position to say that their relations are by no means as harmonious as may be desired. Complaints reach us almost every week from all sorts of schools, Committee Schools, Board Schools, and Mission Schools, occasionally from Managers against Teachers, but mostly from Teachers against Managers. To the nature of these complaints we shall refer at the end of this article; at present we consider it necessary to mention some serious defects in our educational conditions, which anybody may see at a glance, though he may not have heard any specific complaints, and which cannot be overlooked in a consideration of the subject now before us.

One thing that strikes us in this country is the extremely small proportion of the talent and ability of the native community that is drafted into educational service. For several years past, it has been almost compulsory for every would-be-teacher to undergo twelve month's apprenticeship in one of the many training institutions that have recently grown up; and from our experience of the Teachers' College we have no hesitation in saying that it is generally only the leavings of the Law College and the Revenue Offices in Madras and in the Mofussil that find their way to Saidapet. We feel proud to notice a considerable improvement of recent years in the average ability of recruits to the teaching profession. But the improvement does not bear the promise of being steady, for the conditions of the profession set a stern and narrow limit to the advancement of men of real merit, who therefore prefer the ampler scope of the other learned professions. This unattractiveness of the pedagogic in comparison with other lines of work may be said with

some truth to exist even in England. In this country, however, the difference in drawing power is so great that the schoolmasters' craft actually suffers from what may almost be called a famine of ability and of enthusiasm. In the Government Offices of Madras, a rule is either openly or tacitly followed, by which no graduates that have taken a 'third class degree' are admitted; and in the mofussil, Collectors seem also to be able to make such an elimination. One would think high academical qualifications were not indispensable to quill-driving; in the teaching profession however, they would be a decided advantage and ought always to be a great recommendation. And yet neither the Principal of the Teachers' College who prepares men for teaching work, nor the Managers who employ them in their schools, have such a choice open to them; they are obliged to take whatever men offer themselves.

Another thing that even a superficial observer may notice is that "there is at present no permanent teaching profession in the sense that its members have taken to teaching as their life-work." Many people regard a teachership only as a temporary refuge from poverty and family troubles, and step on from it as soon as they can to something better; and for every man that so quits it there are at least twenty who are trying every moment to get out of it; thus though in it, they are worse than lost to it. A year of training in the Teachers' College, aided by the general betterment of the teacher's prospects that has been effected through the influence of the authorities of that college (though we say it that should not) is making for the formation of a permanent teaching profession. But much cannot be done by the unaided efforts of one institution or by the isolated endeavours of single teachers here and there. Public opinion has to be excited; the general apathy in matters educational has to be overcome; and the serious and pressing nature of the situation has to be brought home to the public consciousness. What is required is in one word,—agitation. That however is an obnoxious word in India and may disquiet the authorities. We therefore fear to put it in *italics*. All that we mean is a moderate, but clear and persistent ventilation by such accredited bodies as the Teachers' Guild, the Educational Conference, and the numerous Teachers' Associations in the Presidency, of the general difficulties and deficiencies of the teaching profession. The Department with its far-reaching general control over the whole of Public

Instruction, may exercise immense direct and indirect influence for good in this direction. Only by these means could Managers be taught to separate the 'real' from the false interests of their schools, and to realise what Mr. Sastri calls "the solemn trust committed to their care", *viz.*, the entire cause of sound education and the welfare of the profession and art of teaching.

Another circumstance that retards the progress of really sound and liberal education in this country is the 'miserable' scarcity of educational charities and endowments. As Mr. Hanumanto Rao pointed out the other day, Pachaiyappas by the dozen and by the score are in sore request; but there are no signs of them just yet. Government is so hard pressed for money that we cannot expect much more from it; and Local Boards have almost approached, if not altogether reached, the limit beyond which they may not pass in educational expenditure without prejudice to their other responsibilities. Private munificence is the one resource left; and so long as this mine, which, if it could be only got to yield, would be almost exhaustless, remains barren, it is no good blaming managers over-much. True these persons have not yet done *all* that they can do; but even if they spent every farthing at their disposal and laid it out to the very best advantage, we doubt very much whether we would have made any material improvement upon the present condition of things. School-buildings would still remain without adequate accommodation and commodiousness; play-grounds would still have to be improvised in the public streets; libraries, laboratories, and museums would still be famished and meagre. What is perhaps worst of all, schools would still need government aid and remain in a state of slavish subjection to Educational Rules and University curricula; examination results would still be the one test of the value of institutions and the *one* measure of their popularity and prestige; the schoolmaster's calling would still remain despised and underpaid, the educator being lost in the instructor, and the moulder of character in the producer of examination-results; and the tendency to coach for public service and University examinations, which the Rev. L. B. Wolfe condemned so vehemently at the Conference, would still go on unchecked, rendering liberal education a farce and love of knowledge a mere myth.

Having pointed out these general drawbacks in our educational

conditions, we shall briefly touch upon some of the specific points raised in the paper that we publish in this number. From our personal knowledge as the supplier of trained teachers to the various schools in the Presidency, we can endorse every word said in that paper about the insecurity of the schoolmaster's situation. Removal from service without sufficient cause and more or less summarily is only too common, and we regret very much that certain missionaries are quite as great offenders in this respect as any other private managers. There are missionaries and missionaries. If it would not seem an offence to the others, we would gladly name some Missionary Managers who are perfectly fair and even generous in the treatment of their teaching staff, and make no distinction whatever between Hindu and Christian employes. But in some quarters the practice has grown up of openly asking for Christian teachers and of adding to advertisements of vacant teacherships a note 'Christian preferred'. We do not know whether we are saying the most appropriate thing upon this subject, and would gladly hear what may be said in favour of such a restriction, besides a pardonable weakness for one's co-religionists. But our feeling is that it is not quite fair to exclude or attempt to exclude from the exceedingly large number of Mission Schools in this part of India the very class of teachers from which the great majority of the pupils in those schools are themselves drawn; nor is it conducive to the popularity or the efficiency of those schools to confine the choice of their masters within such a small section as the Native Christian teachers at present constitute. But we have no desire to curtail the freedom of choice of Missionary or for that matter, any Managers. We certainly disapprove of "any inroads upon the legitimate province of private Managers that will have the effect of lowering their quality or reducing their consequence." Our object then in making the foregoing remarks and in fact throughout this article is only to record facts as they have come within the range of our experience, for we believe the safest and surest beginning in all large attempts at reform is the ascertainment from different stand-points of the existing condition of things.

As regards the question of pay, we are in entire sympathy with the masters. Our influence has always been used to secure for them as much as possible from managers. For our earnest

conviction is that the best-paid High School teacher is yet far from receiving the wage that is his due. In this matter also affairs are assuming a more and more hopeful aspect. But while commending the reasonable demands of teachers to the generous consideration of their employers, we must at the same time remind the former that the resources of the latter are finite. We would likewise tell them, as the Rev. F. W. Kellett told them on the Teachers' College Day, that they must make a little self-sacrifice until the time when educational endowments shall have made it possible to remunerate their services more adequately. This self-sacrifice, we are sorry to note, is not always appreciated by Managers or the general public. But teachers must derive moral strength and consolation from the contemplation of the nobility of their calling and the sacrifice they undergo,—however provoking it may be, as Mr. Sastri says, to hear some Managers hold forth this consolation as a compensation for insufficient pay.

The appointment of Assistant Masters is a topic upon which we have already expressed our views in a former number. In view, however, of the peculiar conditions of this country, and of the absolute power that Managers have hitherto enjoyed in this respect, we are willing to modify our views so far as to give them the power of vetoing in special cases the choice of Assistants made by the Principal or Headmaster; but the right of making the selection in the first instance must rest in the officer who is directly responsible for the efficiency of the institution. With regard to punishments, promotions, and the time table, no Headmaster should allow the least interference on the part of the Manager. It is to be regretted that Heads of Schools should have been so yielding in this direction. The institution of School Councils will no doubt be a tower of strength to judicious Headmasters. We are glad this suggestion of the formation of Councils in all schools obtained the unanimous support of the Conference. We hope it will be carried out in a spirit of earnestness throughout the Presidency.

DEPARTMENTAL STORIES.

By "Riverside Dweller."

The Great Mutiny.

Chapter I.

On a sultry September morning the Government High School at Bogusnugger opened for the day's work and its bare hall became peopled by a noisy throng. Suddenly the hum of voices ceased for the bell sounded its unwelcome warning and Mr. Spankie the Head Master, clad in his academic robes took his seat on the *dais.* The learned gentleman was regarded by his pupils with much awe for it was known that he was the Collector's friend and aspirants to clerkships were well aware that a letter of recommendation from Mr. Spankie to the Collector was worth almost as much as a *douceur* to the Huzur Sheristadar.

On the morning in question the Head Master's face was sad for his clerk had just informed him that the fall in the numbers of the school continued; and if there was one thing more than another for which Mr. Spankie lived, it was to increase the strength of the institution under his charge. And the reason was obvious. As Head Master his salary was distinctly modest and his official status correspondingly humble. He was trying by every means in his power to become an Inspector of Schools; and if his efforts were successful, he might end his career as Director of Public Instn . . . . No! this is a matter which is buried in the innermost recesses of the Indian Educational bosom and we have no right to expose Mr. Spankie's cardiac region to the public gaze.

On the present occasion the pill was especially bitter, for Mr. Spankie knew that the decrease in numbers was due to the superior attractions, educational and otherwise, of a rival anglo-vernacular establishment. He had awarded scholarships with a liberal hand; he had publicly thrown metaphorical mud at the opposition Head Master—but all to no purpose. However, when he felt himself in the familiar seat surrounded by his own pupils, his spirits revived and he proceeded with the day's work.

* * *

It was the midday interval and Mr. Spankie was seated at his

office. desk. He was listening to a request made by one of the boys for a letter of recommendation to the Collector having reference to a fifteen-rupee post, which was then vacant.

"If you are appointed to the post," Mr. Spankie said, "you will have to leave the school."

"Yes, but please, Sir," replied the sixteen-year-old youth "I have just celebrated my nuptials, and if I am fortunate, I may have issues. I belong to a very poor family, consisting of several males, females, and widows, and the scholarship of four rupees a month, which your Honour has conferred on me, does not suffice."

"I cannot encourage students to leave the school in September. You must wait till Christmas. I shall not give you the letter, you want."

"In that case I must leave your Honour's school. If I cannot get the post, I shall betake myself to the Anglo-Vernacular School where the Head Master freely gives letters to the Collector."

At this reply, Mr. Spankie's face assumed a rubicund appear- ...his eyebrows contracted and his lips pressed together, while ...ied fist suddenly flew from his left shoulder and landed in ...f the student's stomach causing that fragile youth to mea- ...ength on the floor.

Chapter II.

...ers, as well as our story, would have ended here, had it not been for the efforts of the Anglo-Vernacular Head Master, who saw and seized his opportunity of paying off old scores. This worthy went round the Government High School pupils and represented to them that they were an oppressed set of spiritless persons, subject to the tyranny and violence of an autocrat. Within forty eight hours the angry passions of the pupils had been so excited that they agreed among themselves to hold a meeting and elect a delegate, who should interview Mr. Spankie and obtain from him an apology and an undertaking to abstain in future from any oppressive action, failing which they would leave the school in a body.

On the day, fixed for the meeting, the school opened as usual but only about half the boys were present, the remaining half having sent leave notes. To judge from these documents the mortality during the previous night among the relatives and ancestors of the boys must have been something fearful. Those

pupils, who attended, evidently felt that there was electricity in the air of the schoolroom and the day's work was gone through with considerable difficulty. On the school being closed the students adjourned to a room in a neighbouring house, for which the Anglo-Vernacular had arranged, and having carefully shut themselves in, proceeded to hold the much-looked-forward-to meeting.

A senior student having been elected Chairman, he opened the proceedings by saying that the meeting was a strictly confidential one. They were patriots fighting for their rights and must stick by each other and not carry tales. It was incumbent on every one to keep silence on this matter and not even to breathe the Chairman's name. He called on one of the members present to nominate a delegate and this gentleman proposed Mr. C. Kuppuswami Iyer.

Mr. Kuppuswami Iyer rose with much haste and requested to be excused. He considered it a very great honour to be chosen as the delegate and would sacrifice everything in the sacred name of patriotism, but he held a scholarship of Rs 4 a month and this might be taken away if he played a prominent part in this glorious struggle against an unendurable despotism. He proposed that the honour be conferred on Mr. G. Ramaswami Iyengar.

This gentleman jumped to his feet as if he had been shot. He said he felt highly honoured but unfortunately Mr. Spankie had promised to give him a letter of recommendation to the Collector, which of course Mr. Spankie would not do were he (the speaker) to interview him. He proposed that Mr. A. Narayana Rao be elected delegate.

Mr. Narayana Rao being a corpulent person rose with much deliberation and it seemed as if he was going to accept the honour. He proceeded, however, to inform the meeting that he was permitted to take his bed in the hinder side of the garden house of the First Master, who with the females of his family occupied the front side of the said garden house. He feared the First Master would withdraw this privilege from him in which case he would have to pay rent elsewhere.

The Chairman now rose and said matters could not go on like this. Someone must be elected delegate to interview Mr. Spankie. Oliver Cromwell would not have made a reputation as a patriot had he risked nothing. Patriots should be prepared to risk everything,

even their lives, even their . . . . . . Here someone proposed that the Chairman should be elected delegate, but he replied that he considered he had already done enough for the cause. Moreover his cousin-brother was employed in the Collector's office and the Collector might put him to trouble.

The following two hours were spent in a desultory discussion until someone proposed that the assaulted one should act as delegate. In spite of this youth's frantic protests he was elected by acclamation and the meeting dissolved with a hearty vote of thanks to the Chairman.

The next morning about half an hour before the school opened, the delegate was visited by a deputation, who found him writing a leave note to the effect that he wanted three days' casual leave to perform his grandmother's annual ceremony. This document having been confiscated by the deputation, the delegate was compelled to go to school. When the morning lessons closed he tried to get away, but the whole school was on the alert and he was brought back. Mr. Spankie having retired to his office for the mid-day interval, the delegate was pushed into the room and the door closed. There was now nothing for him to do but to interview the Head Master. Standing beyond the reach of Mr. Spankie's longest arm, the trembling youth bleated out "I have come to beg Your Honour's pardon for any offence I may have given your Honour".

"I hope" replied the Head Master "this will be a warning to you".

"It will, Your Honour" replied the delegate. "I mean to stay at school till Christmas when I hope Your Honour will give me a letter of recommendation to the Collector".

"Very well" replied the Head Master "I shall give you the necessary letter at Christmas".

The delegate withdrew and told those waiting outside that everything had been amicably settled. The whole school was satisfied and everything went on as before and our readers may some day meet Mr. Spankie as an Inspector of Schools and possibly even as the occupant of the educational throne.

THE REORGANISATION OF THE MADRAS MEDICAL COLLEGE.

By the publication of G.O. No. 651, Educational, of 22nd October 1896, *passing orders on the proposals for the reorganisation of the Medical College and the improvement of the existing system of training hospital assistants*, the Government of Madras has shown that it has at length determined to try and solve the difficulties surrounding these important matters. It certainly has not hurried itself, for the question in its entirety has been awaiting an answer since the report of the special committee was submitted in 1892. Better late than never, however, and this amount of solace is derivable from the delay, that certain points which were but dimly discerned by the official eye in 1892 have now come into such prominence through stress of time and advance of ideas regarding medical education in India, that the most conservative find themselves forced to admit the simple necessity for changes and improvements then regarded as things altogether beyond the region of practical concession or attainment.

The Reorganisation Committee classified its subjects under four heads as follows :

(i) The fee to be paid by Chemist and Druggist Students for a nine months course in compounding at the General Hospital. The present G.O. fixes this at rupees ten and also fixes a fee of rupees twenty to be paid by students taking a second course in practical hygiene, and by 'casual' students attending the same class.

(ii) The question of improving the training of Hospital Assistant pupils. The committee recommended, amongst other things, (*a*) that the training of H.A. pupils at Madras Medical College should cease, (*b*) that three training schools should be formed in Madras, Tanjore and Nellore on an improved basis, with an average of 150, 100, 100 pupils in each respectively ; the Superintendents to receive Rs. 200, 100, 100 staff allowance *per mensem*, with assistant instructors on staff allowances from rupees fifty to fifteen ; an official visitor to be appointed, the Principal of the Medical College being obviously the fittest person ; the Matriculation Examination of the University to be the general education test ; and the studies to be arranged as follows—1*st year*, Anatomy, Physiology and Chemistry : 2*nd year*,

Materia Medica, Hygiene and Medical Jurisprudence: *3rd year*, Surgery, Anatomy and Lunacy: *4th year*, Medicine, Midwifery and Ophthalmology. The Director of Public Instruction and the Surgeon-General agreed that the present arrangements are bad as bad can be and suggested the opening of schools at Tanjore, Nellore, Vizagapatam and possibly Calicut.

The G.O. informs us that the training of hospital assistants will be considered in separate proceedings, but that certain minor changes are sanctioned. In order to increase the course of training from three to four years, the Government of India has to be 'squared' and induced to increase the training of military pupils to a like period, and we sincerely wish the local Government success in its efforts. The various pupils are to be designated respectively, 'Military,' 'Civil,' 'Local and Municipal,' 'Madras Burma' (recruited in India), 'Burma' (recruited in Burma), 'Native State,' 'Private' and 'Female' pupils; a sufficiently clear and concise classification.

The improvements suggested by the committee are simply those that are essential for efficiency and we hope they will be adopted in their entirety, but there are two points to which attention may profitably be directed. In arranging the course of study the committee has placed Hygiene and Medical Jurisprudence in the second year! Now if there are two subjects which require as complete a knowledge of matters medical as possible, it is these two and they should certainly come in the final year. In England, these subjects are taught in the short summer session, and they could easily be taught in India in three months. In any case, a much better arrangement would be, *1st year*, as suggested, *2nd year*, Anatomy, Surgery and Materia Medica; *3rd year*, Medicine, Midwifery and Ophthalmology; *4th year*, Hygiene, Medical Jurisprudence and Lunacy. The second point is that, in whatever places the schools are located, say Nellore, Calicut and Vizagapatam, the medical officers in charge of those stations must be specially chosen for their proved and undoubted fitness for such work, both from the educational and disciplinary points of view, and we would suggest that officers of from ten to eighteen years service be selected, preferably from amongst those who have had previous experience at the Medical College.

(iii) The proposed changes in the curriculum at the Medical College is the next subject. First, as to its duration. The then Surgeon-General (de Fabeck) advocated its increase from four to

five years on the grounds (*a*) that it would give increased time for study, (*b*) that it would raise the status of the college and lead to the degrees being recognised by the Medical Council, and (*c*) that the best men would be attracted and not driven elsewhere in the search for a registrable degree. It is 'essential' said the Surgeon-General; we 'completely endorse' that opinion said the Committee. It may be noted in passing that Calcutta had already adopted and Bombay was just going to adopt the five years course for L. M. S. and M. B. students when the Surgeon-General's letter was written. The present Government Order sanctions the five years course for M. B. students apparently but, as regards the L. M. S. degree, remarks "as long as students trained under the present system fulfil the requirements of Government service as satisfactorily as they now do, such recognition [by the Medical Council] may without serious detriment be dispensed with," and Government "does not endorse the Committee's opinion that the five years course will not lessen the number of students" and "cannot adopt the suggestion, therefore"—which is a pity. It will have to come sometime and might as well be done now. Indeed, we are of opinion that, in the present backward state of things in the college, students who attend that institution for some years and then go to complete their education in Great Britain do wisely. If, however, the improvements recommended by the College Council from time to time, since the report of the Reorganisation Committee was presented, are carried out in a statesman-like fashion, the necessity for and advantage to be gained by such emigration will be totally abolished. It is obviously less costly to study an extra year in Madras than to go to Great Britain for a year or more. We beg also to point out to the Government that it is a great mistake to suppose that a student in taking his medical course here never looks beyond official employment locally. The Medical College is not now what it formerly was, merely a manufactory of military and civil apothecaries and assistant surgeons. Such a view, if upheld officially, cannot but have a damping effect on the Institution and is opposed in its spirit to many of the public utterances by Viceroys, Governors and other high officials. So far back as 1835 the then Governor, Sir Fredrick Adam, stated that "the Governor in Council considers the Medical School to be deserving of the most liberal encouragement." We do not consider that of late years the

'encouragement' has been at all commensurate with its comparative usefulness as an educational institution. True, the Government pays the piper and can therefore dictate the tune, but Indian Governments have frequently shown that they can rise superior to this purely commercial *quid pro quo* spirit.

The Surgeon General was also against students attending hospital during their first year and the Committee stated that comment was 'unnecessary' and that the General Medical Council disapproves of such attendance. The substitution of college for hospital duties during the first year is 'approved' in the present G. O.

A large amount of correspondence, ink and feeling were consumed in a dispute as to whether the *annus medicus* should be altered, the practical outcome of which is that it has been altered and in future is to commence on the 1st July and end on the 31st March. It appears to us that in order to make this change, the present *annus medicus*, which ends, we believe, in the middle of June and is followed by the University Examinations, will have to end about three months earlier, if the professors and students are to have any vacation at all! At the best of times the 'vacation' is a euphemism for 'slightly relaxed duties', so far as the Medical College and hospitals are concerned. We leave the solution of the *annus medicus* difficulty to those who like pure mathematics. The problem is "Is the one year to end before the other begins or the other to begin before that one ends: if not, why not; if so, how can it be done"? Solutions to be addressed to the Director of Public Instruction.

(iv). The fourth and last subject is the revision of the Medical College staff and its duties. This was pretty fully considered by the Committee of Reorganisation and, at intervals, by the Surgeon General and the Director of Public Instruction. Owing to t[illegible] fact, however, that the Director found it officially necessary t[illegible] ignore the General and other hospitals, and that the Surgeon General did ditto as regards the college duties of the professors, and that the committee followed the lead of the Director, the result, as might be imagined, was chaos, the reforms executed *nil*! Hence arose an official deadlock. In point of fact, the committee did kick over the traces once and emphasised the fact that one man could not efficiently 'run' the general hospital, look after sixty

in-patients, teach clinical medicine daily, 'run' the medical college and lecture on medicine. They put the matter clearly and forcibly and, as a result, the Principal was shortly after relieved of the charge of beds and clinical teaching, so that now we have the anomaly of a man who was professor of surgery for years transformed *nolens volens* into a professor of medicine and one, moreover, without any patients to look after or students to teach in hospital! We will say no more on this subject, for we believe that time and the present energetic Principal of the Medical College will right the matter; at least we hope so!

To come to the 'reorganisation of the Medical College staff and its duties' as announced in the title of the Government Order, we find that the sum total of the resolutions arrived at by Government is contained in the statement that this question is "bound up with other and more recent proposals" and will be "dealt with in the Public Department." Now is the time, therefore, to try and gain a clear idea from the mass of correspondence on this matter, so as to select what must be done at once and what must be done before the term 'reorganisation' becomes applicable at all.

The Committee clearly saw that, as matters stand, the Principal cannot do any of his legitimate work at the hospital *i.e.* the clinical teaching of students and the practice of medicine. Their recommendation reads:—"The Committee desire to express their conviction as strongly as possible that the Principalship should not necessarily be associated with any particular Professorship as at present; and, owing to the great increase of work in connection with the Principalship and the administration of the general hospital, they would recommend that the Principalship of the college be dissociated from the administration of the general hospital." It is certain that this practice of associating particular Professorships with other appointments should be abolished, as it is opposed to the best interests of students and patients, and we never met a good teacher who was not of this mind. Even the cautious Kenneth McLeod, late of Calcutta, acknowledges the faultiness of the arrangement, though he enacts his usual rôle of official apologist in the matter. But, 'What has been is best because it has been' is a poor argument. Want of space does not permit the discussion of the remedy here. We believe that a

prominent member of the local Government has expressed his determination that neither the Principal of the Medical College nor the Senior Medical Officer of the general hospital shall be a purely administrative official. And with that determination, we cordially agree but see no way out of the difficulty save to separate the two offices and make the Principal a purely educational officer, as in the Presidency College and College of Engineering etc.

For a long time it has been evident to those who have taught or are teaching at the Medical College that the present arrangements are far from being up to date: not only so, but there is a perfect consensus of opinion that they are so obviously out of date in one or two directions that a change must be instituted without delay. Even the Reorganisation Committee, four years ago and only feeling its way as it were, recommended nearly all the necessary changes but vitiated its recommedations by distinguishing between the 'requirements of the students' and the 'requirements of pure science.' We are willing to believe that they did so most unwillingly and from the fear that if they asked too much they would be met with a point blank refusal to do anything. Recent resolutions passed by the professors of the college in council assembled show very clearly that that able body is no longer in two minds on this subject, for its resolutions clearly state that the requirements of pure science and the requirements of medical education are one and the same thing, as evidenced, it may be added, by every medical school or University in Great Britain.

To come to details, there is universal agreement that the professors of physiology, pathology and hygiene have neither the time nor the facilities for the proper teaching of their subjects. The professor of physiology is professor of ophthalmology and superintendent (*i.e.* in executive and administrative charge) of the ophthalmic hospital as well. The professor of pathology is resident medical officer at the huge general hospital and has charge of the out-patient department at that hospital, a most arduous and unremitting series of duties. The professor of hygiene is second physician at the general hospital and has charge of eighty beds. All three officiers have to give daily clinical instruction to the students working under them. Physiology, hygiene and pathology to be of any value require laboratories in working order, and to keep a laboratory

in working order, especially in India, owing to climatic conditions and the want of skilled laboratory assistance, requires *at least* the entire time of one man. Add to this the consideration that in any climate, but above all in a climate like Madras, no one can do ward work and teaching from 7 A.M. to 10 or 10·30 A.M. and then work in a laboratory all day, and the need for reform will be evident to the most sceptical. It must be remembered also that much of the best laboratory and other forms of practical work can only be done, or well done, in the cool of the morning and cannot, therefore, be attempted by a man who is tied with hospital duties throughout the year. In Great Britain, it is true that the professor has sometimes other duties, but in this connection it is necessary to remember that he has always *ample* skilled and reliable assistance available, and he has only got to mention a thing to find it done and done well. How different this is in India words cannot depict.

The Committee, not caring to go the whole length, as mentioned above, recommended one of two courses for adoption in each case, either that the professor of each subject should have about 20-30 beds and his college duties (thus cutting out all laboratory work as distinguished from mere practical classes), or that he should give his entire time to teaching and working at his subject. As we said before, we do not for a moment doubt that the members of the committee, in their inner consciousness were fully aware that their '20-30 beds' recommendation would just as thoroughly prevent professors from giving sufficient time to their college subjects as if they had 50-60 beds. We wish we could render it sufficiently clear to all concerned that if any one has patients at all to see and clinical teaching to do in the morning, it does not make any great difference what the number of beds is, say within the limits of 30—100, *so far as he is concerned*. He will be at hospital from 7 A.M. to 10 or 10-30 A.M. and he *must* go at that time or soon after. The students go, medicines must be compounded, the ward apothecaries have numerous directions to carry out, the patients and nursing staff require breakfast. An example of the same erroneous idea was afforded by the appointment of an additional medical officer to the general hospital who was presented with a very large mumber of beds and has no college duties. Result, he must see as many of his patients (a large number of whom are admitted or discharged nearly every day) as he can and give his students clinical instru

tion in exactly the same time as, say, the professor of physiology would have to see his 20-30 patients! We say plainly, then, that the idea that few beds at a hospital means more time and energy for college work, though plausible enough at first sight, is unsound and must be abandoned.

Of the various reforms which are now recognised as essential to bring the Madras Medical College up to date, the two most pressing are improvements in the teaching of physiology and a working laboratory where bacteriological methods can be thoroughly taught and in which any other form of laboratory work can be carried out by the professor and others. There is at present in the college no single laboratory in regular use save that of the Chemical Examiner, which is *sui generis*. We suggest, then, that without any further delay, the professorship of physiology be dissociated from that of ophthalmology and the care of the ophthalmic hospital, and given to the second physician at the general hospital *pro tem*, and until the final scheme of reorganisation is complete; and that to the professorship of hygiene that of bacteriology be added in accordance, we believe, with a late resolution of the College Council. True, the professor of physiology will not even then be 'whole time' nor have his mornings free for the preparation of demonstrations and histological work, but he will have a good deal more time than at present and that is a great gain. We wish that there were means to provide for an improvement in quantity and quality as regards pathology at once, but there is some consolation obtainable from the reflection that students cannot be taught pathology properly, until they have been *thoroughly* grounded in physiology and normal histology and can distinguish, for example, between a cell and the 'field' of the microscope!

In conclusion, we hope at some future period to return to the question of the Reorganisation of the Medical College in its full and sufficient meaning, but will now only express the earnest hope that the Government of Madras will carry out the above-suggested reforms before the present year is far advanced. These two things are 'very urgent' and cannot wait for an indefinite period of reform.

I. M. S.

THE TEACHING OF ELEMENTARY SCIENCE IN SCHOOLS.*

As a member of the Madras Teachers' Guild, I was invited to read a short paper on any subject of general interest at a conference of those engaged in the work of Education; and it occurred to me that the teaching of Elementary Science in schools and how to improve it would form a suitable subject for an occasion like this.

I think it was Macaulay who said that many a problem might be propounded by a Blackfoot Indian which the greatest philosophers would find it difficult to solve, and there are very few of us engaged in the training of children who have not occasionally been "stumped" so to speak by some direct question of theirs upon matters of every-day life. According to Professor Bain, much of a child's curiosity is spurious and should be repressed rather than gratified. While admitting this truth within well understood limitations, we must be careful not to check the genuine curiosity of an intelligent child, but to skillfully lead it from hollow to firmer ground.

I have frequently found that in most of our Indian children, there is a want of genuine curiosity and of the power of observation. The parent, people say, is to be blamed, for the mother who is the natural educator teaches her little one myths and old wives' fables, making it superstitious and arresting its developement, instead of helping the child to take an interest in nature and the beautiful wonders that surround it, thereby calling forth the power of correct observation. Of course, there is a tendency common to all children of slurring over their impressions and contenting themselves with vague and indefinite notions. It is only those who have benefited by Western Education and the teaching of the venerated Pestalozzi that have been warned in time to avoid the pitfall to which I have referred.

If the tender years of a child are misspent and wasted, if the father or mother does nothing to awaken curiosity and to produce in the child a more intelligent interest in the things of Nature, then cer-

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* A paper read by Mr. J. W. Coombes, B. A., L. T. before the Madras Educational Conference.

tainly a hard task lies before the school-master, for home-training is the foundation upon which he builds at school. When mothers remain ignorant or hardly educated, how is it possible to expect good home-training! In the meanwhile, till female education is sufficiently advanced, something may be done by the fathers to secure the end in view by supplying the nurseries of their children with kindergarten boxes and educational toys, and engaging a tutor who understands Froebel's system of education. How earnestly should this question of female education be taken up by our Hindu and Muhammadan brethren, when it has been fully recognised that in woman lies the motive force of human progress throughout the world.

This idea was very pithily put the other day. When a man is educated, one individual is taught, when a woman is taught, a whole family is educated.

This spirit of curiosity and the desire to study from nature receives a further check after the child exchanges the home for the school by the scanty supply of teachers who are capable of teaching the kindergarten. It requires a man of some culture to be able to give lessons of this kind and the small remuneration of 8 or 10 Rs is not sufficiently attractive to draw good teachers into the Primary Schools. If any improvement is to be effected, it must come through better educated and better paid teachers: one is almost inclined to say highly paid or at least as well paid as Secondary Grade Teachers.

On the other hand, Local Fund Boards and Municipalities do nothing to foster and encourage kindergarten training by offering liberal grants, nor do they supply schools with the necessary apparatus. No wonder that such a small amount of progress has been made in this most desirable direction. In Primary Schools for girls, a small beginning has been made, but in boys' schools it is hardly taught at all. Even in the teaching of object lessons, very little has been done to keep in view its chief function of leading the child to make small discoveries for itself. More harm than good results when a teacher instead of awakening the interest of the child and getting it to use its eyes tells it everything that should be discovered by the child itself. We fail to see that our object should be not so much giving instruction and information as creating a certain attitude of mind in the little one, who being thus

equipped is able to do things for itself and not rely too much on the aid of the master. And is not this one of the crying evils of the present state of education in this Presidency? The Indian youth has still to learn the lessons of self-culture and self-dependence. In this connection, I cannot help thinking that some good may be done for Primary Education by the opening of small farms and gardens in the model training schools in the mofussil, or if this is found impracticable on financial grounds, that teachers should make it a practice to take their pupils about frequently to neighbouring fields or the well-kept garden of some adjacent landlord or the best cared-for land of the local ryots. I was greatly interested while in the Reformatory with the culture of the *eri silk-worm* which had recently been introduced in the school. I made it a part of my duty every morning to visit the insectarium with the boys, and as we watched the progress each day, the pupils would gather round and evince the greatest interest in the different stages of development. I felt that no better object lesson could there be than that in which the play of the scholars was made their most instructive lesson, and I realised the efficacy of those systems which made pupils take part in their own education.

These object lessons are supposed to be continued with increasing variety and difficulty to the third and fourth standards and at the end of this stage of education, a boy ought to have an elementary knowledge of Botany and Zoology, the most suitable of all sciences for young children, as they depend on the simple and direct observation of Nature: from this a more specialized and scientific knowledge may be expected to spring. The pupil then enters the middle stage of instruction where elementary science may be taken up as an optional branch. I think the subject ought to be made compulsory if there is to be no break in the teaching of the subject. The simpler kinds of physical and mechanical appliances such as the Lifting Pump, the Bramah Press and the Siphon are taken up in the III*rd*. Form. In the IVth. Form of the High School, an elementary study of Physics and Chemistry is begun and the instruction is supposed to be conveyed through experiments and the immediate consequences of the phenomena observed. In the V*th*. and VI*th*. Forms, the thread is once more taken up and the pupil is brought face to face with the inter-relations and interactions of matter, which are within his intelligence and grasp.

Now no one can find fault with this excellent syllabus drawn up by the Department for the real teaching of science in our schools; but from the Public Instruction report and from the results of the University, one is led to think that the instruction given in the subject is far from being efficient. One reason is the deficient instruction that teachers themselves have received. There are several so-called science teachers who have never had a day's instruction in science and whose knowledge has solely been obtained from books published on the subject.

Another reason is the deficiency of those works which show the manner of communicating the subject in such a way as to draw out and strengthen all the faculties in accordance with the laws of mental evolution. A third reason is the want of sufficient knowledge of English to follow the instruction such as it is. To cultivate a true scientific spirit, the teaching of elementary science should be conveyed through the vernacular at first, and then the ability given to put the matter acquired into appropriate English. In teaching science to the lower classes through the medium of English, I often felt the sad truth that I was not teaching anything nor carrying my class along with me in the subject, and I was forced to study the vernacular of the boys and made a feeble attempt to prepare a science primer in the language in which the pupils of my school did all their thinking, and I can assure you that some improvement has been made in the way students grasp the subject. In this connection, one cannot help deploring the scarcity of science primers and hand-books in the vernaculars of Southern India. I confess there is the initial difficulty of translating the abstract and technical terms of the Western Sciences, but the task is not insurmountable. In Hindustani, Arabic words can be found to express technical terms and in the vernaculars of Southern India, Sanskrit words, which are intelligible to every Tamil speaking youth, will serve the same purpose; and in addition, the English equivalents may be given in brackets, so that the pupil may become acquainted with them from the very first, while the power of memory is still strong in him. This is a question that might be considered seriously by this conference viz., whether science up to the Lower Secondary Standard should be taught in future through the medium of English or through the vernacular.

Then again, if we are to make science of the greatest possible

educational value, there should be some method and plan adopted in all our science lessons. In a Lower Secondary class, one could never teach the Common Pump without first dealing with the pressure of the air, nor the Bramah Press without a lesson on water and its downward, lateral and upward pressure. The things themselves also should be quite familiar to the student, as without a first-hand knowledge of such, the mastery of science is impossible.

When the pupil enters the Upper Secondary stage, the teacher should make an attempt in his first year's course of work in Physics and Chemistry to draw up his lessons in a progressive manner, so that the pupil may be able to proceed from the known, simple and easy to that which is unknown, complex and difficult. A graduated science course is wanted, which should be practical in character and if the teacher has a link like "the mutual action of matter" to bind his lessons together, a course could be drawn up and the subject taught without any text-book; in fact, the student should be made to draw up his own text-book, and illustrate it with sketches taken down in class, of the pieces of apparatus actually used in experiments. The boys will not find this difficult to do since drawing has been introduced in almost every school. This graduated course should be continued in the Vth and VIth Forms also. For Example in teaching Chemistry, I would not begin with the nature of chemical combination, nor with the study of the individual elements and compounds, for the first lesson is likely to be as difficult to understand as the last. The safest and best plan is to begin with the properties of solids, liquids and gases with simple experiments on solution, crystallization, precipitation and then lead up to chemical phenomena, like combustion. Treat the subject logically and historically and avoid teaching it as so much revealed and complete knowledge. Let the pupil feel that science is a growing department of knowledge.

Our University has done well to demand of those who seek admittance within her doors that they are all filled to some extent with a scientific spirit, and rightly so, for the principles of Natural Philosophy are the principles of common sense; it gives an interest in what students are learning and a kind of practical character to it, which no other teaching could give. At the same time, I cannot help thinking that the pupils of the Matriculation standard are asked to do too much with the result that facts are crammed

into their heads without any show of experiments, and the work is scamped. It is only those who are actually engaged in science teaching that recognise more and more what is wanted and see where the shoe pinches. I, for my part, find that I can scarcely finish the subjects prescribed for the science-course, not because I am tempted to work my pupils above the standard, but from inability to do so; and is it possible to expect students to get firm grasp of scientific principles when they are supposed to come up prepared in Mechanics, Hydrostatics, Sound, Heat, Light, Magnetism and Electricity and in addition have a knowledge of Chemistry? Consequently, the student gets a mere smattering of science, taking in facts by the aid of the mechanical memory and not the assimilative memory. Any *one* Branch of science like Mechanics of the above group, if properly taught and digested would tend to produce better results in engendering and fostering a true scientific spirit, especially if a student is allowed to make simple experiments for himself, thereby being brought face to face with things, with their properties and their inter-actions. On such a foundation, our university may truly build with the hope of producing many more scientists like Dr. Bose, provided of course she allows "freedom of teaching and freedom of learning" which is so characteristic of the German system of scientific education. In fact, one cannot see how any other system is possible, if the spirit of enthusiasm is to be kept alive and men of science and original research are to be turned out by our universities. India will then be free from the reproach so often cast upon her that originality is not to be found among her sons.

We have only to recognise as a people the commercial importance of science, to adopt a change in our scientific education. Scientific Education is bound up with Technical Education. We want men imbued with a scientific knowledge to be actual workers in industrial activities, if India is not to look to other countries for her comfort and prosperity. The mineral and other resources of India open out a wide field for original research which can be turned to good account. Southern India can hope to become a great centre of Technical Chemistry, when we recognise the fact that salt, which forms the basis for almost every chemical process as applied to industries can be manufactured here at a cheaper cost than in any other country in the world; and for the lack of the spirit of progress in us,

we remain inactive. England bestirred herself from her lethargy, when she became aware that her commercial prosperity was being threatened by Germany which, in the matter of Technical Education is far ahead of other nations. Nor should we express any surprise at her growing commercial importance, when we come to see that she employs in some of her manufactories no less than 100 scientists who are engaged in the work of discovery. If India also is to take her part with other nations in the march of progress, she also should recognise more fully the practical usefulness of a scientific training, but the seeds must be sown in youthful minds.

To sum up what I have said: presuming that we all agree as to the importance of teaching science in our schools and that the managers of schools provide well-equipped laboratories for their institutions, I think that we need qualified science teachers; but till such time as all schools can be equipped with these men, suitable Science Manuals to point out the process by which the faculties of children should be developed would be very valuable. Further instruction in science up to a certain standard should be taught through the vernacular, and lastly there is the necessity for reducing the number of branches of science required for the Matriculation Examination. These to my mind present the main defects in the Elementery Science teaching of our schools.

A QUESTION IN THE RECENT MATRICULATION ENGLISH GRAMMAR PAPER.

On the evening of the 15th December last, I was discussing with two teachers of experience the English Language paper that the candidates for the recent Matriculation Examination had had to answer that morning. There was one question in it which, I thought, was not quite proper:

IV. (3) 'Govindan did not come to school yesterday': Turn this sentence into a negative interrogative sentence. Is 'yes' or is 'no' the correct answer to the question in the sentence so formed, supposing the fact to be that Govindan did not come to school?

I objected to it on the ground that the wording might perplex the candidates by the inclusion of an unnecessary participial phrase 'supposing the fact to be that Govindan did not come to school'. My friends

saw at once that I was labouring under some delusion and asked me to answer the question. I said readily:

'Was not Govindan absent from school yesterday?'

Answer: 'yes'.

My examiners smiled a scarcely perceptible smile at my ignorance, and gently insinuating that I was too ingenious by half, gave for the correct answer:

"Did not Govindan come to school yeasterday?'

Answer; 'No.'

I observed that their interrogation would imply the very opposite of the given statement. They replied that their question was obviously intended to obtain information: it did not imply anything and might be answered in the affirmative or in the negative according to the circumstances of the case. "But", I rejoined, "we are starting with the statement that Govindan was absent, and it is that statement we are asked to put into the interrogative form." Their reply was, "No, no; there is no statement in the case; it is a mere sentence of which you are to change the form; no troubling about the sense or meaning." "Indeed!" I exclaimed; and slowly it dawned upon me that that was the view of the examiner himself, for then the participial phrase, which upon my theory would be indefensible, had a meaning. Whether I was right or wrong absolutely, I felt sure that I had failed to apprehend the examiner's intention. I felt humiliated no doubt, and did not refer to the matter again before my friends that evening, for I was mentally rehearsing a precisely similar experience which I had gone through about six years ago, and which had almost gone out of my memory. Here it is.

Once while teaching English to the fourth form, I was asked to give the interrogative form of some sentence like this, "Most men are fools." Suspecting nothing, I answered readily, "Are not most men fools?" The questioner was not satisfied, and repeated his question, "Most men *are* fools, Sir!" I could not even then see what lurked behind, and repeated deliberately so as to show that I was making no mistake about it, "Are not most men fools?" Scarcely had I done so, when there began to circulate a murmur, apparently of dissent. In a few seconds, and while I was looking from boy to boy for an explanation of their strange conduct, the murmur rose to a distinct buzz. Whispers, winks, and nods were freely exchanged. Evidently the matter was getting serious. In my annoyance, I singled out a fellow in whom I had the utmost confidence, and asked him if they were all running mad. He stood up reluctantly, and as though he were obliged to

convey very unpleasant news that he would much rather withhold, said that the question was otherwise answered in a General English book: "Are most men fools ?" "It cannot be, it is so absurd." "No, Sir; we can show you the book." And a book *was* taken out; and while the pages were being turned, I confess I was a little agitated. I realised that my reputation was on its trial, the reputation that I had built up with so much labour. Was it going to crumble down at last, and in this manner? But now the sublime moment is come; the particular page has been found, and the book is put into my hands. I snatch it impatiently and read. There it is!

Assertive form: Most men are fools.

Interrogative from: Are most men fools?

Once, twice, thrice, four times I read it. Still it was the same. I did not look up for a little while, but turned over the pages this way and that in sheer confusion. I had half agreed to abide by the decision of the book, what could I now do but protest that the book was absurd? Unfortunately for me the book was in high favour among the students, —it had helped them to pass the Lower Secondary Examination. That day I could make no impression at all on them, and resolved not to allude to the incident until the right moment. That moment came about two weeks afterwards, when the students had convinced themselves by the testimony of disinterested people that I was not after all so palpably in the wrong.

In the Lower Secondary Examination, such merely formal exercises are frequently required. Quite recently, I think it was in December 1893, one of the questions that the candidates for this examination had to face was: "Write down the negative form of 'I ran'", the desired answer being obviously "I did not run." One would think this was the exact negative of the given idea, not the negative *form* of the same idea. However it is well known in the Lower Secondary world what is really wanted in such cases. In the High School classes, boys are familiarised with the different ways in which the same idea may be expressed, and through all the transformations required, the orginal sense is always maintained. The negative form of "I know your name" is not "I do not know your name", but "I am not ignorant of your name"; and the interrogative form of "Blood is thicker than water" is not "Is blood thicker than water?", but "Is not blood thicker than water?" In cases like the last, the answer to the interrogation is self-evident, it being only an emphatic assertion. Thus if I desire to say that Râmâ Sâstri is one of the most learned of our pundits, I may throw it into the form: "Is not Râmâ Sâstri one of the most

learned of our pundits?" And the peculiar tone in which I put the question will show that it can be answered only in the affirmative. The great force of this form is due to the fact that it assumes the answer to be already well-known to the party to whom the question is addressed. This assumption need not indeed always be true, for in every case the context and the tone of the speaker will make his meaning quite plain. In the question now under discussion, the candidate is first told that Govindan did not come to school, and then asked to throw the fact into the form of a negative interrogation. So far the answer would be "Was not Govindan absent from school?", the self-evident answer being "Yes". But then follows the second part of the question "Supposing the fact to be that Govindan did not attend school, is 'yes' or is 'no' the correct answer to your question?" Why are we now asked to suppose what was first asserted as a fact? Does the question that we have formed as being equivalent to that assertion admit of two answers? Apparently then the examiner means something else. He does not mean that Govindan did not come to school yesterday when he says "Govindan did not come to school yesterday". His sentence does not express any idea, but is only a collocation of certain words which the condidate is asked to use in constructing a negative interrogative sentence. His question then amounts to this:

With 'Govindan' as nominative and 'to come to school' as verb in the past indefinite tense, construct a negative interrogative sentence. To the question so formed will the correct answer be 'Yes' or 'No', if in point of fact Govindan was absent from school?

——a perfectly unexceptionable question to which the answer is

"Did not Govindan come to school?"
"Answer: No."

The appropriateness of the question lies in the fact that Hindu boys are likely to answer 'Yes' instead of 'No'. From the inquiries I have made, I have reason to believe that this is the very answer that the assistant examiners have been instructed to accept as correct.

I am quite prepared to be told that in point of fact the great majority of candidates have understood the examiner all right and given the answer that he has in view. Our boys have a great genius for detecting the examiner's idiosyncrasy; and in this particular case the meaning is not so very difficult to find. True I was unable to find it at once; but so were a great many other teachers, as they have confessed to me. I felt my self-respect considerably enhanced when I heard the much-esteemed and veteran Headmaster of the Town High School, Kumbakonam, declare confidently at the recent Educational Conference

that the correct answer to the question would be: "Was not Govindan absent from school yesterday? "Yes." In such company as his, one need not be ashamed to err—if indeed it be an error. Since the 15th. December last I have been asking various teachers what they think of the matter; I find that there is no general agreement such as to command respect. Some condemn the question without any qualification; some are disposed to support it altogether; others, forming perhaps the great majority, consider it unhappily conceived and unhappily worded, but will not quarrel with it further, for it is quite plain what the examiner wants. A small number go so far as to assert that although the general rule in regard to the transformations of sentences is that the meaning should be preserved through them all, the cases of the conversion of assertive into interrogative sentences and of affirmative into negative sentences and *vice versa* are exceptions thereto. I was not taught to regard them as exceptions. I think even now that it is wrong to treat them as exceptions, although, in view of the great conflict of opinion upon the point, I feel my confidence in that view greatly shaken. I am quite sure that there is a very large number of teachers in the Presidency who are teaching their pupils to regard the sense throughout unless expressly forbidden. To them as to me it will be a source of great moral strength to know the opinion of those whose experience of English teaching entitles them to settle questions of this nature with authority. When we are asked to give the interrogative form of "Most men are fools", as on two days out of the five in every week we are certain to be asked, shall we answer "Are most men fools?" or "Are not most men fools?" Considering the real nature of our dilemma, it is hoped that the persons competent to advise us will not withhold from us the benefit of their guidance. If we have hitherto misled our pupils, let us at least not mislead them any more.

V. S. SRINIVASAN.

THE RELATION OF MANAGERS TO TEACHERS.*

This subject is obviously very delicate and requires considerable tact and dexterity at the hands even of an indifferent person. To one like me closely interested and deeply biased, it is one of extreme difficulty, and probably of peril. It is impossible to say anything that may

* A paper read by Mr. V. S. Srinivasa Sastri, B.A. L.T. of Pachaiyappa's College, Madras, at the recent Madras Educational Conference.

not be regarded as bearing an allusion to particular persons and particular incidents. Of course I must speak from experience. If therefore I draw your attention to certain facts, you may be sure I have observed, and in some cases personally experienced them. Let me, however, assure you that in my remarks I regard the type, not the individual ; I disavow any intention of wounding directly or indirectly any particular Manager or Managers and any particular teacher or teachers. But the utmost moderation and scrupulous good taste notwithstanding, some offence will seem intended, and more will be taken. It is unavoidable. For various reasons the teacher is generally silent. If his voice is ever heard, it is in his own little corner. There is little community of feeling in the profession and much less of combined and organised effort. One therefore that ventures to give form and expression in public to the scattered, scarcely felt shreds of opinion and discontent must incur odium. In view of the advantage of plain speaking, and of the increased attention that will in consequence be paid to the subject by Managers and teachers and the public generally, the odium must be faced. Sincerely and earnestly I desire it to be understood that the thought of offending anybody is furthest from my mind, and that, if I invite your consideration to certain flaws in the relations at present subsisting in this part of India between Managers and teachers, it is with a view to their being removed in the future, rather than for the purpose of mere reproach or the pleasure of condemnation. I should have done without this apology were I not aware how extravagant official punctilio has lately become, how it sets outward compliance with form above genuine submission of spirit and how it conceals the discontent of the heart under ceremonious bows and obsequious smiles.

According to current practice in England, school-management is divided roughly into internal and external. The internal management is left in the uncontrolled power of the Principal or Headmaster ; over the external management, although he is usually consulted and his representations are carefully considered, the Manager or managing body is supreme. This external management comprises the following heads :

i. Supervision and control of property, income, and expenditure ;

ii. Erection, enlargement, and alteration of buildings ;

iii. Appointment and dismissal of Headmaster ;

iv. Fixing number and remuneration of teaching staff ;

v. Determination of qualifications and terms of appointment of teaching staff ;

vi. Prescribing general subjects of instruction, relative prominence to be given to each group of subjects, terms, and holidays ;

vii. Fixing number of scholars, age of admission and leaving, and qualifications for admission ; and

viii. Determination of amount of fees.

From the above it is clear that in this country a great portion of the Manager's work is the province of the University and the Department of Education ; and over nearly all the remaining portion the Department exercises a sort of general supervision ; so that it is a sort of common Manager or controlling agency. Besides this far-reaching and making all allowance for lack of sympathy, want of local knowledge, and absence of variety, beneficial power of control, the Department manages institutions of its own. Some part of collegiate education, much of female education and the education of special classes, and nearly the whole of professional and technical education are in its hands. But general education of males, collegiate, secondary, and primary, is looked after by other managing agencies, which may be divided into four kinds.

i. Missionary bodies,

ii. Municipal Councils and Local Fund Boards,

iii. Quasi-public Committees of private individuals, and

iv. Private individuals. These last often take part in the actual teaching work, but as often do not.

As regards efficiency of instruction and excellence of management it is difficult to decide the relative rank of these four classes. Each one of them furnishes very good and very bad examples. Perhaps the last class, the one under private individuals, is the worst. As regards popularity among teachers, Board schools stand first. The second place may be disputed by Committee schools and Mission schools, and this notwithstanding the complaint heard of late years with increasing loudness at the Teachers' College that in the latter the Hindu teacher's position becomes insecure the moment a qualified Christian teacher is available. It is perhaps a mark of the religious tolerance of Hindus that not only do children flock in large numbers to Mission Schools even in places where non-Christian Schools exist, but among teachers there has never been perceptible even in the slightest degree any kind of unwillingness arising from religious jealousy or religious scruples to take service in them. The least sought are those under single Managers.

As regards influence with the Department it is well-known that Mission Schools leave all other schools a long way behind. Missionary Managers have always been able to make themselves heard with effect in official circles, and in the matter of grants and other concessions they have enjoyed exceptionally liberal treatment. When alterations have to be made in the Grant-in-aid Code or Educational Rules or in any other

matter subject to the control of the Department, the Director and the Inspectors take care to consult beforehand the missionary bodies interested; in all committees of education they obtain adequate representation, and their views are regarded with the utmost deference and consideration. As the poineers of education in this Presidency as elsewhere, as the most considerable non-governmental educational agency, and as perhaps from their superior enlightenment the agency most fitted to advise the Department, this premier position ought not to be grudged them. But the time has come when the other educational agencies also may justly claim to be associated in the deliberations of the Department; and there is every reason to think that the labours of the Department will be easier and more in conformity with the growing needs and changing conditions of the country if it should accord to the hitherto-neglected educational agencies the same respectful hearing and consideration that have so far been the monopoly of missionaries.

The first question that it naturally strikes one to ask at this point is,—Are Managers qualified by their education and by their training for their task? The majority of teachers will without hesitation answer 'No.' It is an old complaint that Managers are ignorant of the first principles of school-management, and that they are so imperfectly acquainted with the real working of a school and with the ideals, difficulties, and limitations of the teacher that they frequently blame him for doing things that he is bound to do, and for not doing things which he cannot or ought not to do. And this is true not of Managers merely, but of the public in general. The Hindu community as a whole regards the schoolmaster and his work either with contempt or with disapproval and vague mistrust. We know very well as a matter of theory that we must not allow ourselves to be vexed or disheartened by these circumstances, and that we must brush them aside and ignore them altogether. Only we do not find it possible in practice. Indifference and scorn would not torment us much if we were otherwise well-placed and comfortable in life; but when they add themselves to the more grievous evils to be mentioned later, it is no wonder too many of us are driven to despair. It has been the dream of a great many among us to come upon a day when the teacher may not feel that he has to be answerable to every man who by reason of merits unconnected with education may contrive to obtain a seat in a school-managing body. We long to see education, not the sport of incapacity or the scorn of ignorance as it now too generally is, but a serious and solemn trust undertaken as such by the men of light and leading in every place. Would it not then be a very good thing to prescribe an educational qualification for

participation in the management of an institution? There can be no objection to it in theory. But in the first place such a proposal will be resented as an insult by managers as a class. In the second place any educational test that may be appointed must be very low indeed in the present state of education among us; and however low, the chances are very great that while on the one hand it will include a great many whose accession to the Councils of education would be a source of weakness rather than of strength, it will on the other hand keep out a large class of people, who by their wealth, their social position, or their genuine interest in education may most deserve to be associated with educational movements. Again, so long as educational endowments and charities, which are elsewhere such a potent factor in the spread and advancement of knowledge, continue to be so miserably rare among us, it will be extreme unwisdom to estrange the sympathy and neglect the support of the richer classes, among whom education, looked upon at present mainly as a means of livelihood, has made but small way. Also it has to be borne in mind that no educational test has been included among the qualifications for admission into our great self-governing bodies, Municipal Councils and Local Boards, or into the Legislative Council, or even into the Senate of our University. And I fancy, however high may be our notion of the responsibilities of school-management, it will be no easy task to persuade the Government or the public that they are so much greater than the responsibilities of the positions I have just named that an exceptional qualification must be demanded of those that wish to undertake them.

I shall next address myself to the consideration of the questions,—How far is the distinction of external and internal management observed here?, And how far is it suited to the conditions of our institutions? The most important topic under this head is the appointment of Assistant masters. In England the practice would seem to be that the Headmaster appoints and dismisses his assistants subject to very slight control, if any, by the Manager. Here most Managers appoint and dismiss Assistant teachers without any reference to the Headmaster, some retain the form of consulting him, and a very few allow him actually to make nominations. Nowhere is the power given him absolutely of choosing his Assistants. And to my mind there are some reasons why the English practice is not suited to us. In the first place, there does not exist here that vast difference in rank, social position, or emoluments between the Headmaster and most of his Assistants that alone can justify such absolute dependence of the latter upon the former as is implied in the uncontrolled power of appointment and dismissal. In the second place, in the present degraded condition of the teaching profession, it is hardly

possible to find Headmasters of such great capacity and such unexceptionable character as to deserve to be clothed with despotic power. Instances have not been rare in which a Headmaster has tried to fortify himself by gathering around him representatives of his own class or clique, or has stood in the way of the appointment of an Assistant whose superior ability or influence threatened to overshadow his own personality. Again, European Headmasters and Principals cannot always exercise such absolute power to the advantage of the institutions in their charge. They depend for their information of the merits and capacities of the candidates for employment under them upon the persons who go oftenest to them; and the odds are that these persons are neither the best-informed in respect of the candidates nor the most disinterested. And the habits that Europeans adopt in this country, accentuated probably by their natural temperament, prevent their seeking the best native opinion in native circles. Hence in spite of their comparative freedom from local prejudices and partialities, their judgments about the real character and capacities of the men that seek their patronage are so frequently the very reverse of the truth. At the same time, if the Manager were left altogether to himself, there is the danger that his ignorance of the exact needs of his school, his inability to judge of the merits of candidates, his prejudices, and his parsimoniousness may bring about a deterioration of the staff and fall of efficiency for which the Head of the institution will refuse to be held responsible. Both the authorities therefore must heartily co-operate in the matter. It is dfficult to define their respective provinces with precision; but it may be safe to lay down that while the final decision should rest with the Manager, it should also be incumbent on him to give the Headmaster ample opportunity for the expression of his views and consider them attentively.

Perhaps it is well to make in this place a suggestion which, although not altogether unknown in some of the Colleges of Madras, will be regarded in the mofussil as an alarming innovation. At present the Headmaster alone is consulted by the Manager on matters of importance, and the Headmaster in matters within his sphere seldom takes counsel of the Assistant masters. There is little reason to doubt that in every school the Assistants consider it a great hardship that they should be held responsible for the results of their classes while they are denied a voice in the determination of the conditions under which they have to work. It seems only fair that some means should be provided by which they could formally convey their wishes to the Headmaster and to the Manager. No doubt there are many Headmasters who take care to ascertain the desire of each Assistant where his interest is concerned; but never are they all brought together for

collective discussion of matters of general bearing. And there are a great many Heads of institutions who fancy that all the wisdom of the world is theirs, and deem it beneath their dignity to consult their subordinates even in the most strictly personal details. In the interests of schools, the Managers may constitute all or certain of their Assistant masters into Councils which shall meet regularly under the presidency of the Headmasters and advise them upon all matters of internal management. It is certainly not desirable to make the views of these Councils binding upon the Heads of Schools, for then the prestige and responsibility of the latter will be reduced to nothing. But if the Assistant masters be allowed fair opportunities for discussion and encouraged to express their opinions without reserve, not only will the Headmasters find their work considerably facilitated, but their hands will be strengthened against meddlesome parents and aggressive Managers. To prevent Headmasters completely ignoring their Councils, provision may be made to allow these bodies to address the Managers directly.

Another matter that often brings the Headmaster and his Managers into collision is the annual promotion of the various classes. It needs no saying how important it is that the teachers should have their own way in a matter that so largely determines the results of their labours. And yet it is this matter in which Managers most vexatiously and provokingly interfere. Any one that has been teacher for some time knows that the first days of every school-year are a period of sore trial to the Headmaster and to such of his Assistants as are believed to have influence with him. Not many years ago, a very successful and high-spirited Headmaster of one of the best schools in this city was driven out of office by a Manager who insisted upon the promotion of a student to whom he was related, but who had been placed by the Examiners at the bottom of his class. But high spirit like his is as rare a commodity among schoolmasters as it is a perilous merit to those that happen to be encumbered with it. This accounts for the presence in every class of even the best-conducted school of a large proportion of can't-learns and won't-learns; and the result of this promiscuous promotion that takes place year after year in the lower classes is the exceedingly low percentage of successes in the Matriculation Examination. With the moral support of a Council behind him, it is likely that the Headmaster will be emboldened to resist the interference of his Managers.

So with punishments. Few but those that have been teachers and teachers of a keen and observant eye can realise the ruinous consequences of an appearance of weakness or delay or the slightest want of confidence in the maintenance of discipline. The reins must be held in

the hand not indeed at mortifying tension, but with a degree of tightness that will secure perfect manageableness while allowing as much free scope of movement as is consistent therewith. If then it is desirable to let the Head of a school have an absolutely free hand in anything, it is in the matter of punishments; and yet it is the all but unanimous testimony of Headmasters that this province of theirs has special attractions for Managers given to poaching. I still remember the look of humiliation and selfcontempt with which a Headmaster who had caned the son of one of his Managers told me how he had been summoned to the presence of that august dignitary, how in the presence of that very son he had been lectured on the civilities due to gentle birth, and how he had been finally sent away with a parting admonition never more to violate the sacred person of Managers' relations. The extreme case of expulsion may seem to some people to require being taken out of the Headmaster's hands and lodged with the Manager. Perhaps such is the case to some extent in English schools; but here as long as Managers are what they are, the power is most safe in the hands of the Headmaster and his Council; the only safeguard necessary is now provided by the requirement that every case of expulsion should be reported there and then with reasons to the Director of Public Instruction.

The time-table is another detail of School-management over which the Heads of Institutions should have untrammelled sway. I have not heard of many cases of the interference of Managers in this affair. Any such meddling here and there may be defied by a strong Headmaster with the support of his Council.

But this increased power of the Headmaster and the Principal may be eyed with jealousy by some Managers. They may think we are asking of them more than is reasonable when we suggest that they should fully entrust to a single man, aided, it may be, by a Council of his own subordinates, the well-being of a school in which they hold great stakes, pecuniary and other. They may point to specific instances and say, "This Headmaster is too weak and lets discipline go to the dogs: that one is too fond of his leisure and gives himself as little and as light work as possible; and that other is so cruelly severe in his promotions that the school suffers in popularity and strength." I freely grant this is true; a great many Heads of schools, many more than it gives one pleasure to think, are far from being equal to their task by their tact, ability, and conscientiousness. But it is one thing to admit this, and another thing to admit that the harassing interference and perpetual belittling to which they are now so generally subject are justifiable.

If really a Headmaster's discretion requires frequent curtailment, that means that he has not been properly chosen. Indeed the judicious choice of Headmaster or Principal is the most important duty of the Manager; and yet haste, indifference, prejudice, weakness of principle, and niggardliness have so far characterized the performance of this prime function. If it be not presumptuous on my part to advise Managers, I would say to them, " Exercise your utmost discretion and circumspection in appointing a Headmaster. Choose a man of whose integrity, tact, ability, and enthusiasm you are assured; and having installed him in his office, leave him to himself in matters of internal management. By all means keep a steady eye on his doings; but do not weaken his authority or lower his respect in the eyes of himself, his staff, and his pupils by meddling with or upsetting his arrangements, except when he creates discontent by his negligence and prejudices or imperils the institution by his vagaries."

And this brings me to the next topic, viz., the scant respect that the profession of teaching, the Principal himself not excluded, commands at the hands of Managers. It is true there is a certain curtness and want of ceremony in the behaviour towards us of Managers in general; but when the Manager is a Revenue official, even though he be of the not-very-exalted rank of Tahsildar, the curtness amounts to insolence and the want of ceremony becomes positive bullying. Local Fund and Municipal Schools and Colleges are subject to the misfortune of passing occasionally within the shadow of such heavenly potentates; and then every teacher who cares to be secure of his living or easy in his mind must keep crying, " Great is Mr. So-and-So of the Revenue Department." It happened towards the end of last year that one of the Municipalities in the southern part of our Presidency passed under the malignant occultation of a Tahsildar. It happened likewise that that Municipality owned a High School; and this High School was, and still is, one of the largest and most flourishing institution in Madras. Its Assistant masters had almost forgotten that there was anybody in authority over their Headmaster; and this Headmaster himself had no more definite knowledge of the Muncipal Chairman and his office than that he was the official to whom he sent a number of returns and statements and who passed his salary and other bills for payment. Fancy how this Headmaster and his unoffending colleagues must have been startled when one day they received an order from the new Tahsildar-Chairman prohibiting them all from leaving the Muncipal limits even on holidays without his previous sanction. I will not be so bold as to deny that this edict was inspired by the most conscientious regard for the holiday interests of the school: and it is even conceivable that the Tahsildar honestly thought that by that means

the poor ignorant schoolmasters might be made in spite of themselves to save a few of their hard-earned Rupees from the rapacious South Indian Railway Company. I am not quarrelling with this order just now. But hear the sequel. Upon a representation from the Assistants, the Headmaster humbly petitioned the august Revenue officer to reconsider his order urging that it was not at all necessary in the interests of the school, that it would work much hardship to the staff, that it was unusual in the Education Department &c. &c. And this petition was favoured with the following reply, the directness and brevity of which Julius Caesar might have envied: "The Headmaster will simply obey orders." It may not be quite becoming if I should record in this paper all the feelings that this subject excites in my mind; and I hope you will appreciate the restraint I impose upon myself when I pass from it with the remark that I do not envy the Headmaster the meekness with which he submitted to such treatment.

In truth, however, in this matter I must hold the teacher himself to blame in a far greater measure than the Manager or the general public. No man was ever respected who did not respect himself; and I verily doubt if any Manager or parent has greater contempt for the profession and work of the teacher than the teacher himself. It is notorious that he would rather not own his profession whenever he could deny it without being detected, that he is ever glad to quit it as soon as he can, and that he will not earnestly advise a friend or relation to embrace it for life. When I first went to the Teachers' College in 1892, every master there whom I knew condoled with me upon my choice of profession, and told me I ought to have been driven to the direst extremity before I made up my mind to adopt this ignoble calling. "Why, is there nothing else that you can find to do?" is the question invariably asked of a would-be-recruit to our profession by those that have the authority of experience to advise him. Now, however reasonable such despondency and self-abasement may be, we must certainly pause before we blame our Managers for not according to us greater consideration than we are willing to accord to ourselves.

Another thing may now be mentioned which the teacher will do well to remember when he complains of his low status in society. He cannot reasonably expect at any time to be held in the same estimation as the Government official, the Vakil, or the medical man. Personal worth and special distinctions apart, the services rendered to society by our profession will always be valued at a much lower figure than the services of other professions. Honor and property, health and life, liberty and power, these and a hundred other considerations of immediate and paramount importance are confided to, and protected by, the

other learned professions, while the interests of which we are the appointed guardians, although momentous and far-reaching in the aggregate and involving the welfare of generations to come, are far too inconsiderable individually, far too remote and subtle to be susceptible of common appreciation. Remembering this, it is well for us to look facts in the face, and reconcile ourselves to be eclipsed in the glory of li[illegible]y the Government official and the Vakil.

It is only fair to Managers to allude in this connection to a complaint that has been heard to proceed from them,—that of late there has been growing a spirit of querulousness and self-assertion among the younger members of our profession, especially such as are trained and otherwise 'qualified' in the Departmental sense of the word. It is perhaps not altogether unnatural that in the first shock of revulsion from the helplessness of the former generation of teachers, a new batch, animated by fresh hopes and fresh ideals, and resolved if possible to make the conditions of their life comfortable to themselves, should occasionally overstep the bounds of official decorum, and break through the thin partition that divides independence from insolence. It may even be expected that some of the more ambitious among them would neglect their legitimate work in the anxiety to vent their dissatisfaction and get their wrongs righted. But while condemning and deeply lamenting individual instances of such violation of propriety and neglect of duty, I cannot but hail this general unrest and discontent in the ranks of our profession as a sign that they are at last beginning to learn the lessons of self-respect and self-help. And it is to be hoped that Managers will cast off the jealousy and irritation natural to their situation, and rising above paltry considerations of momentary interest or advantage, meet the demands of the new members of our craft as far as reasonable, and pave the way for the formation of a permanent body of professional teachers.

For that there is at present nothing like a permanent profession of teaching in the sense that its members have chosen teaching as their life-work is a grave charge against the Department and the Managers of our institutions,—against the Department because it has retired from the direct management of schools without providing sufficiently against the deterioration of teaching or the degeneracy of teachers, against the Managers because, while they look only to the temporary success of their schools and the yearly accession to their finance, they overlook the larger interests of education in general and the art of teaching in particular. How can education spread and bear good fruit, how can the art of teaching evolve from bad to good and from good to better in a country in which the outside ambition of each Manager is to attain the lowest standard of

efficiency prescribed for Departmental recognition and earn the maximum of grants with the minimum of expenditure, and in which every teacher, as soon as he has picked up the rudiments of his art, and just when he begins to be useful, gives it up for more remunerative work? No wonder methods of teaching are at a comparative standstill among us: the experience of each individual is arrested and lost to his successors the moment it begins to have value. In Madras, the Law College is a g[illegible]r enemy than anything else to teaching becoming a permanent profession; its swarms of hungry graduates have fairly driven the professional teacher out of the field. The extremely low salaries for which they sell their services are a great recommendation to Managers whose vision is bounded by the narrow limits of their own schools, and whose estimate of the schoolmaster's calling does not permit of their regarding him as anything more than a producer of examination-results. Now what are the reasons for the teacher not liking his work, but changing it at the first opportunity? Besides the ignominy and disesteem already referred to, there are two other causes to which I mean to draw your attention; *viz.*, the insecurity of our profession, and the comparatively low salary of the schoolmaster even after several years of meritorious work.

It is hardly possible to obtain trustworthy statistics regarding arbitrary dismissals and reductions of salary of teachers. Even if such statistics were available, it would be obviously unsafe to build any conclusion upon them, for in nearly every case of alleged maltreatment the Manager must have his own story to tell, and we shall have no means of judging between him and the aggrieved teacher. It is enough however for my present purpose that there is a strong opinion prevailing in the profession to the effect that in institutions not managed by Local Boards or Municipal Councils, the teacher cannot promise himself a safe tenure of office as long as he does his duty satisfactorily. It is quite probable that this opinion has not sufficient basis in facts, but is the expression of a sort of panic among teachers excited by a few more or less scandalous cases of arbitrariness on the part of Managers. Nevertheless the fact that there exists such an opinion has to be reckoned with; and however ungrounded it may be, it is fatal to the proper recruitment of the profession now and hereafter. Reference has already been made to an impression daily gaining ground in the Teachers' College, which may be called the great recruiting ground of educational service, that in many mission institutions Hindū masters are summarily replaced whenever possible by Christian masters. I know personally of only two or three cases; and I hope there are not as many as are believed to exist. In the case of other private Managers the complaint is only too strongly borne out by facts. In this very metropolis of enlightenment and liberal culture there are at

least two schools in which the policy of engaging teachers as far as possible afresh for each working term is so palpably followed that none but students can be got to enlist in them. In the mofussil where high example and public opinion are alike rare and powerless, there must be many such institutions. It may be an encouragement to teachers and a warning to Managers to know that quite recently a teacher of Erode who was summarily sent away on the last day of the first term sued his Manager in the Munsiff's Court and got a decree for the vacation-salary. The judge even said that according to English Law three months' previous notice would be necessary in such cases, and the High Court upon reference being made to it upheld the claim allowed as being reasonable. Perhaps a few more cases of a similar nature brought up to the decision of the High Court will develop a legal principle applicable to the relations between Managers and teachers, and effect our amelioration as far as the law is concerned. In the meantime as a check upon the caprice of Managers it is proposed that a right of appealing to the Department should be allowed to aggrieved teachers. In the first place it seems more than doubtful whether the Department will interfere in a quarrel between master and servant and give the latter redress against the wrongs of the former. That is against the traditions in which it is steeped, against the very genius of our Government. It is almost an axiom of our administration that in a difference between two parties, the justice is invariably with the superior; his version of the facts, his judgment, and his decision must be upheld. And so to my mind we shall not be much the better for an appeal to the Department; on the contrary when a teacher has appealed and failed, as he is most certain to do, he will have embittered the feelings of his Manager and published his ill-temper and unmanageableness to the world. Now-a-days the thing that one has most to dread is the getting mixed up in a quarrel; however just one's cause may be, one is sure to come out of it with the unenviable name of being a quarrelsome man. It is quite enough for the public, especially for imperious and punctilious Managers that somebody has been at the pains to quarrel with you; wherever you may go, your name will have gone before you and got up for you a not-very-agreeable reception. Again supposing it were possible to persuade the Department to undertake this task of peace-making, it is highly improbable that honorable, liberty-loving Managers will agree to conduct schools upon such terms; and in a country where the state has already too much power and self-government is just beginning, it will be extreme unwisdom and gross selfishness on our part to make any inroads upon the legitimate province of private Managers that will have the effect of lowering their quality or reducing their consequence or doing anything that may

retard the arrival of the day when the dream of a great national system of education framed on national lines and conducted by national agencies may be realised. The only remedy for the evil under reference is the development among teachers of a corporate feeling and a public opinion strong enough to secure to themselves fair treatment from their employers. The Teachers' Guild has thus a sphere of useful and glorious activity open to it; will those that have the guidance of it see and ... upon that sphere in right earnest?

There remains yet to be considered the *crux* of the whole subject, the question of our salaries. Managers would prefer to fight shy of it as long as they can; but however mercenary and unbecoming it may appear to high-placed, decency-ridden folk, we cannot afford to treat it with indifference. Nothing preys upon the teacher's heart or corrodes his enthusiasm so much as his exclusion from all hopes of a steady rise of income while he is in service and of a decent competence for his family on his retirement from active work or his premature death; nothing tends so powerfully to keep the profession in its present degraded and unattractive condition; and nothing is so formidable a menace to the future of education in general or the art of teaching in particular. The Department is mindful only of its rules and returns, its reports and reviews; it takes some slight notice of the teacher's technical qualifications and his efficiency as measured by the results of examinations; but it does not trouble itself about his position, salary, or prospects. I have heard that in many cases the Director refused to allow grants on the salaries of teachers on the ground that they were unreasonably high; has any body known of a case in which the Director or any Inspector objected to a salary because it was too low? You may read the Director's Annual Report of Public Instruction in the Presidency from end to end, and not come upon a paragraph devoted to the consideration of how far the profession has advanced in attractiveness, how far the salary and prospects of the teacher have increased, and how far people have begun to make teaching their life-work. The Department has not a word as to what steps it has taken to bring teaching more on a level with the other learned professions and enable it to enlist a fair proportion of the ability available in the community. All these things are left to be adjusted between the Manager and the teacher in accordance with the laws of Supply and Demand. I do not know anything of political economy; but if it has the effect of converting what ought to be one of the noblest and most honoured callings into a a despised and unattractive one, it may be political economy, but it certainly is not wise economy. Besides where was this political economy gone when Government managed all the schools? Was Government

then ignorant of it? I do not insinuate that Government should not have withdrawn from education; but I do say that, having retired from the direct management of it, it is bound to make adequate provision for the continuance of educational activity under conditions that will ensure the maintenance of the position and dignity of the profession of teaching. It would be wel[illegible] hereafter at least the Department woke to a sense of i[illegible]ty to us, and without shrinking from any additional demand that may be made upon its resources in the shape of increased salary-grants, urged upon Managers the betterment of our pecuniary condition.

It cannot be denied that in some schools the Managers find it scarcely possible to make both ends meet, and cannot, even if they would, pay high salaries to their masters. But the great majority of schools are more than self-supporting, yet their Managers grudge the teaching staff the slightest accession of pay, and when asked for it, quietly refuse it, saying, "I am paying you too much already; if you resign now, I can get a score of graduates for Rs. 10 less." The hint is thus given to you to quit; your past services, your old friendships, and your affection for the school are all cruelly forgotten simply because it is so easy to find one to take your place on less pay. We hear so much of discontent in the Registration Department because men have served a good many years without material advancement; and Government is proposing schemes by which the complaint can be removed. Why does it not adopt the counsel of perfection of these Managers of schools and say to the malcontents, "You may all quit if you like; we shall find men enough to take your places." Is Government afraid it may not find men enough? No, it knows well enough that it can at any moment command the services of hosts of graduates; but it knows also that they in their turn will become disaffected, and that it will thus have to be replacing one man by another continually and without end. It knows that this way of managing the service will not only lower its prestige, but by precluding anything like personal continuity, fatally impair the efficiency and value of the Department. In other words it studiously seeks to protect its services from the destructive operation of the laws of supply and demand. Is not the same policy obviously to be followed even in the province of education? Why then do Managers not adopt it? Because they are so shortsighted as to mind only the temporary interests of their schools, and never rise to the consideration of the welfare of the profession and art of teaching as a whole. Until by common consent they recognize it as their duty to look after those larger interests, until they learn to regard them as a solemn trust committed to their care, all cut-and-dried schemes and Educational Rules, all coaxings and pleadings on our part must be simply unavailing.

Another tendency of Managers which makes for the deterio[illegible]on of education and the teaching profession is to suppose that whe[illegible]y have fulfilled most of the conditions of recognition and brough[illegible]eir schools within the list of recognised schools, they have made the[illegible]r-fect models of educational institutions. From that moment the[illegible]ill not hear of any proposal to extend their buildings or [illegible]prove the[illegible]li-ances or add to the library. Any savings they may [illegible]t [illegible]ll never agree to use in one of the above-mentioned ways or in raising t[illegible] salaries of the masters whose hard work has been the cause of thos[illegible] savings. But as soon as the strength and financial stability of a school is assured, its standard must be raised; if a Middle School it must be made into a High School, if a High School, it must bloom into a second-grade College. It is impossible to convince these mistaken but well-meaning Managers that a really good Middle School, not merely such as the Department will recognise, is much more useful than a weak High School, and that a really good High School with a well-paid and contented staff and ample appliances is of infinitely more value to the cause of sound education than a tottering second-grade College in which the High School Department is starved to keep up the life of a miserable College Department. I regard this tendency not merely as inimical to the progress of sound education, but as positively unjust to the masters of the lower departments who are denied the fruits of their arduous labours and kept on low salaries in order that others may draw heavy salaries.

One likewise hears some close-fisted Managers say with charming *naivete*, "The teacher ought not to ask for promotion; he must teach for love, not for lucre; we want a race of teachers that will ask for no other reward than the satisfaction of doing their duty: is not the noble work of teaching its own reward?" To my morbidly sensitive mind this exhortation is nothing short of a profanation, i[illegible]-concealed hypocrisy which the tongue utters, but the heart beli[illegible]t. It is intended to silence our clamour; and well might it do [illegible] great many cases, for it is an echo of that divine maxim,—"Virt[illegible] reward." I fancy, however, the saying is much more appropriate in the mouth of the virtuous man who declines to accept any earthly recompense than in the mouth of his employer who desires to deprive him of his reward. I venture to think it cannot be a justification for letting virtue go unrewarded; nor is it very wise statesmanship to allow the vicious to fatten at the expense of the virtuous or the lazy to profit by the labour of the industrious. A Government or society constructed on such principles must soon fall to pieces. For ourselves, under-paid and disregarded as we are, the saying "Virtue is its own reward" is the one solace at our

While wr[ing] the hands for an explanation of "shabby ... while closin[g o]ur eyes to the offences and suffering the bullying [M]anager's s[c]and while anxiously looking for the 2½ Rs.' in... pay that [has] long been due, but will not yet come, our sole ...ion is the [ap]probation of [ou]r conscience, the consciousness that [we] deserve [w]ell though [w]e may be treated most unhandsomely. ...ing too freque[n]tly draw[n] upon, it too has become stale and lost inspiriting charm. We [ha]ve been compelled too long to subsist [u]pon such unsubstantial fa[re]s, our hunger is unappeased; the man [in] us is becoming more and mo[re] clamorous; and we cry aloud for more [su]bstantial and nutritious food. Shall we be refused?

EDUCATIONAL NOTES.

The 'Educational Review' for November ope[ns] with an article on "The Teachers' Diploma of the University of London." The Examination is similar in many respects to the Examination for the Degree of 'Licentiate in Teaching' in the Madras University. It is open to graduates only, as a guarantee that a certain course of study has been followed. The Examination must be taken at once and consists of several papers which in detail are (1) Mental and Moral Science in the[ir] relation to the work of teaching—including subjects connected with what may be called 'the ethics of the schoolroom.' (2) Methods of teaching and school management and (3) History of Education. The Special subject for 1896 is as in the Case of the Madras University, Platos 'Educational Theories,' with Herbert Spencer's Education in addition. Each candidate has to teach a class before two Examiners appointed by the University. But in order to obtain the Diploma, the candidate must pass in both the parts of the examination at the same time.

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The occasional notes in the *November* number of the *London Journal of Education* are not as full and interesting as in the *October* number of the same journal. The remarkable fact of the last four Archbishops of Canterbury—Longley, Tait, Benson and Temple—having begun their careers as schoolmasters forms the chief subject of comment. Referring to the recent strides made by German Industry and Commerce, Lord Rosebury proposed a Government enquiry by a commission composed of Lord Farrer, Sir Philip Magnus, and Sir Courtenay Boyle.

Commenting on this, the journal remarks "Time for Blue B[illegible] over. Something may be done by the foundat of Technical C[illegible] but the one great lesson that every inquirer brings back from G[illegible] is the necessity of State or Municipal subventi[illegible]"

In the supplement to the *October* number, Dr. J. Findlay [illegible] College of Preceptors discussed the aims and methods of te[illegible] Modern Languages and said that his chief aim was [illegible] ome acqua[illegible] ed with the people. In this number he gives [illegible] an actual outline of t[illegible] lessons in German based on the premises he laid down therein. Th[illegible] first lessons are intended to give the students knowledge and skil[illegible] in the use of a number of 'lesson words and terms' which are to enable the teacher and students to communicate wholly in German during the course of further study. In a paper on "*Kindergarten Music from the ethical and intellectual point of view*" by Mrs. Curmen, which she read before the Froebel Conference, she insists on the necessity of ear-training both from an intellectual and moral point of view. "And the material or intellectual work must be supplied by the senses, do we not?" she asks "by keeping one of these gateways of the mind only ajar, limit the mind's contents, just so much material as might enter there and cannot enter anywhere else." Children should never be taught to sing what they do not mean. The melody and rhythm of the songs ought to correspond to the meaning of the words. They should do a little bit of musical thinking everyday, examine the elements of music separately by listening to them, notice how they are combined and exercise their inventive powers in connection with the musical materials they acquire.

* * *

"Good Discipline.—We have recently been told that "the good disciplinarian is only too often a person without any sympathy with children." In this modern age we are told many things, some hard of belief, by the thousand and one educational prophets of our time. But in the matter of discipline, there does indeed appear to be cherished a superstition which has already survived too long, and which needs to be rooted out. The superstition survives in the ideas which the young teachers bring to the class-room, and in the phrase "thorough disciplinarian" so familar in testimonials.

"The first and foremost fact impressed upon the tiro is that he must at all costs keep order; and it is, of course, true that no work can be done without order. The boys themselves are quick to see this. The mischief lies in the false idea as to what order implies. An experienced teacher has been known to say to a young friend going into a class-room

for the first time: "Never mind what you teach them; only keep them quiet and it will be all right." A young master, exasperated after a long morning's struggle, has been known to say to his form: "I don't care" whether you do any work or not; but I will have order." Another man, with [illegible]s scanty stock of patience expended, made use of almost identical wor[illegible]nd added that there should be absolute quiet for ten minutes [illegible] the lesson continued. To obey such an order was clearly impossible, and fresh explosions on both sides followed. There is no need to exaggerate or to take an isolated case as typical. It seems difficult to deny that a false notion of what is meant by dicipline widely prevails, and is a source of much trouble to the untrained beginner.

"Discipline cannot be dissociated from work, and orders to be obeyed must be reasonable. It is a common theory, and one which, though not quite true, is sufficiently accurate for our purpose, that boys are sent to school in order to work. Here is the basis of the teacher's discipline. A certain amount of work imposed by the authorities or by examinations has to be got through in a given time. Without order and method this is impossible. And it may be repeated that the class is no whit behind the teacher in recognising this truth. Consequently, if Jones *major* will persist in talking, or giggling, or asking irrelevant questions, he is not to be punished for disobeying orders or for offending against the dignity of the cap and gown. He only needs to be made to feel that he is interrupting and delaying the work, or that he is becoming bored when a closer attention to the lesson would give him an interest in what he is doing. This may sound like vague advice, but such a course is easier than the alternative of setting Jones a punishment for talking—easier, that is, in the long run. For, if you give him a hundred lines on Monday, he will inevitably be tortured on Tuesday with curiosity to find out how far he may go before you give him five hundred. When the work is made the first thing, and when the boys feel that the master is really wishful to teach them, and does not presume upon his authority, then the difficulty is almost over. For the enthusiastic worker, even if he be a "poor disciplinarian," succeeds in gaining the respect of his form. The new master often goes into his room on the first day thinking it is going to be a tussle between him and the boys, and he is armed at all points. He forgets, or perhaps he has never been told, that on the first day there will be no revolt. The boys "lie low" till they have taken his measure. This is his opportunity. He has plenty of time to show them that he is sympathetic, has some sense of humour, means to work, and will not too greatly stand upon his dignity. If he does that, the boys at once lose their desire to

"try it on with old X."; the victory is won, and things go as smoothly as they ever do in form-room life.

"Sympathy is the first and main desideratum. For children it is a trying ordeal to sit still and be talked to for four or five hours a day. There are even adults who would revolt under such circumstances.

"The power of keeping order, then, implies a lively sympathy with the class, and an understanding of the important fact that boys want to get on, and delight in exercising their minds. The man who is known as a thorough disciplinarian often fails altogether here. As he stalks into his room, every boy subsides into a state of frigid immobility, mental as well as physical. There was a man of this character at a certain school. At his approach, two hundred boys, big and little, became so many statues. He was feared; his work was done; his orders were obeyed. But, in the subject for which he was responsible, no boy was ever known to rise above mediocrity. Fear paralyses, the "pin-dropping silence" denotes mental stagnation. Boys are reasonable creatures. They understand the value of order and method. Discipline in the class-room is a means to an end. No one would make the same regulations for a single pupil as he would for a form of thirty boys. The class readily grasps the idea that in order to enjoy the lesson it must be done in an orderly fashion. There is no moral virtue in the blind obedience that carries out an order because it is an order. Obedience should spring from confidence that the giver of the order would not make any unreasonable demand. Disobedience is often a healthier sign than obedience, just because many a master is ignorant of, or indifferent to, what is reasonable. For instance, nothing could be more unreasonable than for an irritated master, who has worked his class into a state of nervous tension, to tell them to sit absolutely quiet. Dickens, with his wonderful insight into child-mind, puts an interesting saying into the mouth of the poor schoolmaster in "The Old Curiosity Shop." When the boys are dismissed for an extra half-holiday in the June sunshine, with the caution to avoid noise for the sake of a sick school-fellow, they break into a joyous shout as soon as they are outside the building. "It's very natural, thank Heaven!" said the poor schoolmaster; "I'm very glad they didn't mind me!"—*The Educational Times.*

INDIAN NEWS.

BENGAL.

The Hon'ble Mr. Justice Trevelyan succeeds Sir Alfred Croft, K.C. I. E., as Vice-Chancellor of the Calcutta University.

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Mr. A. Pedler, acting Principal of the Presidency College, has been confirmed in his acting appointment on the retirement from service of Mr. W. C. Griffiths. In addition to his own duties, he acts as Inspector of Schools, Rajshahye and Burdwan Circle, during the absence of Dr. Martin, who is acting as Director of Public Instruction.

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The undermentioned gentlemen are appointed members of the Committee of Management of the Bethune College, Calcutta: The Hon'ble Sir Francis MacLean, Chief Justice of Bengal *vice* Sir Comer Petheram, retired, to be president; the Hon'ble Mr. Justice R. F. Rampini, *vice* Mr. Justice Norris, resigned; the Hon'ble Mr. Justice S. G. Sale, *vice* Mr. Justice Tottenham, resigned; Baboo Saroda Charan Mittor, M.A., B.L., Vakeel, High Court, *vice* Mr. M. M. Ghose, deceased. Mr. Janaki Nath Ghoshal *vice* Mr. M. M. Ghose, deceased, to be secretary

BOMBAY.

The prevailing plague which has now assumed alarming dimensions has rather tended to disorganize education in Bombay city. Most of the schools have not yet assembled after the Xmas holidays and some at least intend to remain closed till the end of the month. In any European city the schools would all have been closed long ago and parents recommended to take their children away. In Bombay however a strange irresolution hangs over everybody and no one cares to take the first step, hiding their timidity under the pretence that it might increase the panic if a large number of schools were closed.

* * *

The three Heads of the Bombay Colleges met during the Xmas week and decided to recommend that their respective institutions should be closed till the 1st of February and the loss of weeks made up by curtailing the hot weather vacation. The Director rightly declined to sanction this temporary measure. There is no probability of the plague being any better at the end of the month, and May is much too hot for any great mental effort on the part of teachers or taught.

So the Colleges opened as usual after the Xmas holidays on January 4th. The first day only 14 freshmen entered at Elphinstone College, but the numbers increased rapidly and all the classes are now in full swing though with diminished numbers. The College quarters are probably as safe as any part of Bombay; they are well built and are completely isolated. The plague has not spread to this part of the Fort and is not likely to do so. In spite of this all the cooks and non-perishable servants went off to the "moffussil" during the Xmas holidays and there has been some difficulty in replacing them.

* * *

The same difficulties have been experienced at the other College in Bombay. Vast numbers of students have migrated to the Deccan College in Poona and to the College at Baroda, till these institutions have refused to receive any more candidates.

* * *

A number of students of the Bombay Colleges and of the Government Law School are thus unable to keep their terms, as their parents refuse to allow them to come to Bombay at present. The Syndicate therefore intend to recommend to the Senate that the number of days required for keeping the current term in Arts be reduced by 30. Thus a freshman need only keep 30 days altogether and might stay away till March, while a senior man would have to keep 50 days of which he has probably kept at least 20 before Xmas. Similar reductions will be recommended in Law and Medicine and the Senate will no doubt at once adopt them

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The Provincial Service examination began on January 6th and continued till the end of the week. There were 15 candidates on the register, but of these 10 only appeared in the examination room, the rest deeming it safer to remain at a distance from the city. As there are only two vacancies this year, this desertion gives a better chance to those who ventured to appear. The candidates present included one Christian, one Mohommedan, four Parsees and four Hindoos. All save the Christian are graduates of Bombay University, some of them with distinction. An alphabetical list of those who have qualified in the compulsory subjects will be issued in about three weeks and those whose names appear in this list will alone be allowed to appear for the further or optional subjects.

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The plague scare does not seem to have affected the work of the candidates in the University examinations. There were more first and

second classes obtained this year especially in the B.A. than has ever been the case before. In the latter examination there were 5 first and 61 second classes. In the first class, one a lady Miss M. M. Evans came from Wilson College, while Elphinstone and St. Xavier's claimed two each. In the second class, Elphinstone College led with 15. The University lists showing the different Colleges to which the candidates belong have however not yet been published. In the February number of this Journal we hope to give a complete review of the doings of the various Colleges.

* * *

The Senate of the Bombay University met on December 12th, when the report of the Committee appointed to draft proposals, based on the work of the old Examination Reform Committee, was adopted. The Executive of the University will henceforth be vested in 10 Syndics as before, presided over by the Vice-Chancellor and to these will be added the four Deans of the various Faculties. The Dean and Syndics of each faculty will constitute a Sub-Committe of the Syndicate to whom the larger body may delegate business.

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The new Syndicate is also empowered to appoint Moderators or Superintending Examiners when they may deem it advisable for the purpose of revising and settling Examination papers and of supervising the work of the Examiners in assigning marks. In addition, the confidential regulations hitherto circulated by the Syndicate to Examiners giving the standards to be attained by candidates in the various examinations were ordered to be published in the University Calendar.

* * *

The power to appoint Superintending Examiners will no doubt be useful, particularly in those cases, such as in the second language papers, where a single Examiner is at present often responsible for the entire Examination. The publication of the hitherto confidential regulations as to marks etc. is a breach of University custom and etiquette, besides unduly tying the hands of the Syndicate and giving them no power to vary the standards if deemed desirable.

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The annual sports of the Bombay High Schools Athletic Association have been abandoned owing to the prevailing plague.

MADRAS.

The report of the B.G.M. High School, Calicut, for 185-96 has just been published and shows that the school progressed during the year satisfactorily in every direction. The school was 383 strong on the 31st March 1896 nearly twice as much as it was ten years ago. It is chiefly attended by Nair and Tier pupils and they make up 90 per cent of the strength. The staff is fairly efficient, nearly three-fourths being either trained or otherwise qualified under the Madras Educational Rules. None of the graduate teachers are Licentiates in Teaching, a defect to which we would draw the attention of the Manager. The results at the various public examinations were on the whole good, especially those of the Matriculation Examination in which 60 per cent of the pupils that appeared passed. A comparative examination of the 5th, 4th, 3rd, 2nd and 1st forms was held, at which the following Schools were represented :—(The Kerala Vidya Sala, the B. G. M. High School, Calicut, the Native High School, Calicut, the B. G. M. P. High School, Tellicherry, the Christian High School, Nettur, and the C. M. S. High School, Trichur); the results achieved by this institution were very creditable. The physical training of the pupils seems to have been adequately provided for and a gymnastic shed at a cost of Rs. 1,200 is erected in the school compound. Drawing is taught in all the forms and the Inspector specially remarked that it was being efficiently taught. The Reading Room and the Library have been well used; they contain a good collection of books and periodicals. The Inspector in his report says that the tone and general condition of the school left little to be desired, and we fully endorse this opinion. The successful management of the Institution reflects credit on the Head-Matser, Mr. M. G. Zachariah B.A. and the Manager, Mr. H. Knobloch.

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The review of the Director of Public Instruction on the Coimbatore Students' Literary Association for 1895-96, has noticed the following defects in the successful working of the Association, and we trust that all possible efforts will be made to remedy them at an early date. The Director considers that the teaching profession is not adequately represented, that the student population for whose benefit the Association was started should take more active interest in it, and lastly that the attendance at the weekly meetings must be greater. We commend the above remarks to all the Educational Societies and Clubs.

The Principal of the Teachers College, Saidapet, has notified that a special Drawing class will be opened in connection with the Teachers' College, Saidapet, to prepare candidates for the Government Technical Examinations, and will be in charge of Mr. Shaik Daud Sahib, Drawing Master of the Teachers' College, Saidapet.

2. The classes will commence work on Monday, the 1st February 1897.

3. The classes will be held at the Teachers' College hall on Mondays Wednesdays and Fridays from 6-30 A.M. to 8-30 A.M.

4. The fee for each candidate is 8 annas a month.

5. Applications for admission should be made to the Principal.

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On the recommendation of the Director of Public Instruction, the Government have ordered that the Inspector of Schools, Presidency Division is to be the ex-officio President of the Board of Examiners for Teachers' certificates, Madras, and that he is to get no extra allowance for this additional work.

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The following gentlemen are appointed Examiners for the L.T. Degree Examination of 1897.

Mr. R. L. Jones, M.A. *Chairman*
Mr. R. S. Lepper, M.A., L.L.B.
Mr. T. R. Scott, B.A.
Mr. N. Vaithianatha Aiyer, M.A.
Mr. M. Ramaswami Aiyangar, B.A., L.T.
Rev. E. M. MacPhail, M.A.
Rev. W. Meston, M.A.

* * *

With a view to strengthen the college classes which are now poorly attended when compared with the sister colleges in the town, the Principal of the Pachaiyappa's College has offered a number of valuable scholarships to the pupils who pass the recent Matriculation Examination. He has requested the Principals and Head-Masters of High Schools to recommend competent and deserving pupils for the same from among those who pass the examination from their schools.

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Mr. H. T. Keeling A. M. I. C. E., acts as Professor of Engineering, Madras Engineering College, in place of Mr. Alfred Chatterton on furlough.

The following are the verses contributed to the Journal by Joseph Saldanha, B.A., as a mark of expression of his grateful feelings towards his Alma Mater.

Propitious Mother, hail to thee!
When first I claim'd thy care,
How dear and proud was unto me
The name that thou dost bear!
But when long years I pass'd beneath
Thy guardian mantle's fold,
It dearer seem'd thy name to breathe,
And prouder than of old.

And now, arrived to man's estate
And conscious of the strength
Thy care has wrought, to fight my fate
And win the strife at length,
As far from thy maternal arms
I roam, I joy to see,
Still dearer, prouder in its charms,
Thy name grows unto me.

For thy kind care is like the light
That love-lit lends its ray
To help the traveller see aright
From home his distant way;
And the lone traveller sings how good
That light's bright mercies are,
Tho', while in their full blaze he stood,
He scarce did prize them far.

'Tis thus, sweet Mother, thus I praise
All, all thy love and care,
Whilst with thy blest light on my ways
Thro' the wide world I fare:
And ever dearer, prouder grown,
Thy name clings to my heart,
Oh that I long before had known
To play my filial part.

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Mr. G. H. Stuart, Principal of the Presidency College has extended his furlough by one week. He is expected to join duty early next month.

The Teachers' College, Saidapet reopens after the Christmas vacation, on Monday, the 18th January 1897, when new admissions for the current year will be made. The following is the list of candidates selected :—

No.	Name of Candidate.	Examination passed.	District.	Amount of Scholarship.
				RS.
1	Arunachellam Aiyar, A. S. ...	B.A. ...	Trichinopoly .	Free.
2	Duraiswami Aiyangar, P. ...	Do ...	Chingleput...	15
3	Gangadara Aiyar, V. ...	Do ...	Madura ...	15
4	Govindan Nair, M. ...	Do ...	Malabar ...	15
5	Kalyanaraman, J. R. ...	Do ...	Do ...	15
6	Krishnamachar, S. ...	Do ...	Coimbatore...	15
7	Krishnamurthi, R. C. ...	Do ..	Trichinopoly .	15
8	Krishnaswami Aiyar, C. S. ...	Do ...	Madras ...	15
9	Kunhi Bappu, T. K. ...	Do ...	Malabar ...	15
10	Natesan, G.	Do ...	Chingleput ...	15
11	Panchapakesa Aiyar, L. S. ...	Do ...	Cochin ...	15
12	Parsons, A. F.	Do ...	Madras ...	17
13	Peter, Isaac	B.A., L.T. ...	Madura ...	15
14	Raghava Chari, N... ...	B.A. ...	Madras ...	15
15	Rama Aiyangar, G... ...	Do ...	Trichinopoly.	15
16	Ramachendra Aiyar, S. ...	Do ...	Madras ...	15
17	Sambasivan, M.	Do ...	Tanjore ...	15
18	Salis, A. M.	Do ...	South Canara	20
19	Samuel, P.	Do ...	Madras ...	15
20	Sarangapani Aiyangar, A. ...	Do ...	Coimbatore...	15
21	Singaravelu Mudaliar, S. P...	Do ...	Chingleput ...	15
22	Srinivasa Murthi, T. K. ...	Do ...	Salem ...	15
23	Subbayya Aiyar, K. V. ...	Do ...	Trichinopoly.	15
24	Subrahmanya Aiyar, P. S. ...	Do ...	Madura ...	15
25	Subrahmanya Aiyar, S. ...	Do ...	Tanjore ...	15
26	Subrahmanyam, R. ...	Do ...	Do ...	15
27	Thiagaraja Aiyar, T. P. ...	Do ...	Madras ...	15
28	Thomas, Harris	Do ...	Trichinopoly .	15
29	Venkatarammana Aiyar, V...	Do ...	Coimbatore...	15
30	Venkatasubbier, L. ...	Do ...	Madras ...	15
31	Desa Doss, N.	F.A. ...	Do ...	12
32	Duraiswami Aiyangar, S. ...	Do ...	Madura ...	12
33	Govinda Aiyangar, N. ..	Do ...	Tanjore ...	12
34	Joseph, G.	Do ...	Madura ...	12
35	Krishna Aiyar. A.	Do ...	Tanjore ...	12
36	Krishna Rau, S.	Do ...	Chingleput...	12
37	Lakshmana Aiyar, S. ...	Do ...	Tinnevelly ...	12
38	Narayana Aiyar, D. V. ...	Do ...	Do. ...	12
39	Nilakanta Aiyar, S. ...	Do ...	Travancore...	12
40	Padmanabha Aiyangar, S. ...	Do ...	Tinnevelly ...	Free.
41	Rajagopaula Aiyangar, T. S...	Do ...	South Arcot .	12
42	Ramachendra Aiyar, C. R. ...	Do ...	Tanjore ...	12
43	Ramakrishna Aiyar, K. R. ...	Do ...	Coimbatore...	12
44	Ramasubbier, R.	Do ...	Madura ...	12
45	Subrahmanya Sastri, G. S. ...	Do ...	Trichinopoly.	12

No.	Name of Candidate.	Examination passed.	District.	Amount of Scholarship.
				Rs.
46	Surayya. B.	F.A. ...	Madu[illegible] ...	12
47	Venkatasubbayya, V. A. ...	Do. ...	Nellore	
48	Asirvadam, A. V.	Matriculation.	Tinnevelly ...	
49	Byragi Chetti, K.	Do ...	Nellore ...	10
50	Desikachari, S.	Do ...	Tanjore ...	10
51	Gnanayutham, S.	Do ...	Chingleput ...	10
52	Hunumantha Charlu, M ...	Do ...	Anantapur ...	10
53	Narayana Sastri, R. ...	Do ...	Tanjore ...	10
54	Rajagopaula Chari, P. ...	Do ...	South Arcot .	10
55	Ramaswami Aiyangar, V. ...	Do ...	Chingleput ...	10
56	Ranga Chari, T. M. ...	Do ...	Do ...	10
57	Seetharama Aiyar, V. ...	Do ...	Madras ...	10
58	Srinivasa Aiyangar, K. C. ...	Do ...	Chingleput ...	10
59	Swamidasa Pillai, G. ...	Do ...	Do ...	10
60	Venkataramana Rau, P. S ...	Do ...	North Arcot .	10
61	Venkatesa Aiyar, R. ...	Do ...	Tanjore ...	10
62	Venkoba Rau, H. ...	Do ...	Bellary ...	10

The Teachers' College Day.

The Teachers' College Day was celebrated for the third time on the 23rd December last. The College grounds were decorated with a grand display of flags and buntings, while on the gates leading to the College neat triumphal arches bearing the word 'Welcome' under the English coat of arms were erected. The day's proceedings commenced with a sumptuous *Chota hazari* to the guests present, which was followed by athletic sports such as tennis, foot-ball, and other out door games, while some who were not so inclined strolled about or were engaged in tête-a-tête. Then the Business Conference commenced at 8 30. A. M. with Mr. R. Swaminatha Aiyar B.A. acting Professor of Mathematics, Presidency College, in the chair. The proceedings of the previous College Day were read and approved, after which the office-bearers for the current year were elected. At 10-30. A.M. a sumptuous dinner was provided for the guests in various rooms with due respect to caste distinctions. Dinner being over at 12-30 P.M., the audience were entertained with vocal music accompanied by the violin for about an hour and a half. An agreeable deviation from the programme consisted in a splendid display of sword exercises, which were most creditably performed by the Gymnastic Instructor of the College. Tea followed, and then the guests assembled in the college hall at 3-30 P.M., for the

Public Meeting and Educational Conference which was presided over by Mr. J. P. Cotelingam M.A., Principal, Wardlaw College, Bellary. The meeting was attended by a large number of professors and teachers of the Madras Colleges, by the *eléte* of Saidapet and by about 300 *alumni* of the college. Among the distinguished visitors who graced the meeting with their presence, we may mention W. Keess, Esq., M.A., M.R., ...at, Esq., M.A., Rev. F. W. Kellett, M.A., and Rao Bahadur, ...ishnamachariar. Mr. T. K. Hanumanta Rao, B.A., L.T., read a very interesting paper, entitled 'The Vocation of the Indian School Master' which will appear in extenso in our next issue, Mr. S. Vasudevachariar, B.A., L.T., read another paper on "The organization of Aided Schools." Then the following toasts were proposed and responded to:—

	Proposed by.	Responded by.
Her Majesty The Queen-Empress	The Chairman.	
The Educational Agencies	...Mr. S. Subrahmania Aiyar, B.A.	A. Moffat, Esq., M.A.
The Teaching Profession	...Mr. Santana Rama Aiyangar, BA., L.T.	Rev. F. W. Kellett, M.A.
The Teachers' College	...Mr. J. W. Coombes, BA., L.T.	Mr. S. Swami Aiyar, B.A.
Our absent friends	...Mr. K. Seshu Aiyar, BA., L.T.	Mr. M. Ramaswami Aiyangar, BA., L.T.
Our guests	...Mr. S. Mahadeva Aiyar, B.A.	Mr. S. V. Rangaswami Aiyangar, B.A.

In his concluding address the Chairman spoke at length of the good work done by the old Normal School under Mr. Geo. Bickle and his colleagues. The meeting was brought to a close at 7 P.M., with a vote of thanks to the Chairman. The audience dispersed, well pleased with the treat given by the gentlemen that took part in the proceedings of the evening. One note worthy feature of the "*Day*" was the unusually large number of the old students and visitors who attended the meeting, among whom were many who had severed their connection with the college several years ago—a sure sign of the growing popularity of this movement.

* * *

Go[illegible]ment has ordered that Muhammadan students attending the Madra[illegible] w College should be charged fees at half the prescribed rates as in sc[illegible]ols and colleges for general education.

We have been requested by the Secretary of the Madras Teachers' Guild to announce that the following vacancies have been notified to the Registry :—

(1) An experienced Headmaster, Protestant Christian, for a mofussil Mission College.

(2) A Second Assistant for a mofussil Christian High School. Christian preferred.

(3) A trained Telugu F.A., Christian preferred.

(4) A trained Telugu F.A., Christian.

(5) A Christian Science Tamil Graduate.

(6) A trained Telugu Matric, Christian preferred.

(7) Do. do.

(8) A trained Mathematics, B.A., L.T., Mofussil College.

(9) A Christian trained Middle School Telugu for a School near Madras.

(10) A Eurasian Graduate (Church of England communicant) for a High School in Burma.

Situations are wanted for.

(1) An untrained F.A. (Tamil.)

(2) A trained Science B.A., L.T.

(3) A trained Mathematics B.A., L.T.

(4) A trained History B.A., L.T. (Government Service.)

(5) An untrained Science Sanskrit B.A. (Madras.)

(6) A trained F.A.

(7) Untrained certificated F.A., (B.A. English and Tamil.)

(8) An untrained certificated F.A.

(9) A Christian B.A., L.T. Biology. Sanskrit.

(10) An experienced Christian Head-Master or Principal (Mission College.)

(11) A B.A., L.T., (Physics).

(12) A Christian Science Graduate.

(13) A Science B.A., L.T.

Application with Registry fees should be sent to the Rev. F. W. Kellett, Royapettah, Madras.

PUNJAB.

Professor Oman of the Government College, Lahore, has been recommended by the Syndicate of the Punjab University for the degree of Doctor of Literature. He laboured much in the cause of scientific and technical education and he founded the Punjab Science Institute.

MATHEMATICS.

Solutions of Questions.

92. (*V. Ramaswami Aiyar, M.A.*)

If A_r denote the product $\cot\theta \cot 2\theta . \cot 3\theta \ldots\ldots \cot r\theta$, and $f(x)$ denote the series $1 + A_1 x + A_2 x^2 + A_3 x^3 + \ldots\ldots$, prove that the product $f(x) \times f(-x)$ gives $(1+x^2)^{-1}$, that is, the series $1 - x^2 + x^4 - x^6 + \ldots\ldots$

(1) *Solution by R. Ramachendra Row, B.A.*

$$\begin{array}{lll|l|l|l} \text{Let } \phi(2p+2) = & A_{2p+2} - A_1 A_{2p+1} & & + A_2 A_{2p} & - A_{2p+1} A_1 & + A_{2p+2} \\ \text{Then } \phi(2p) = & & A_{2p} & - A_1 A_{2p-1} & + A_{2p} & \end{array}$$

$$A_{2p+2} - A_1 A_{2p+1} + A_{2p} = A_{2p}(\cot \overline{2p+1}\theta \cot \overline{2p+2}\theta - \cot\theta \cot \overline{2p+1}\,\theta + 1)$$

$$= -A_1 A_{2p} \cot(2p+2)\theta \text{ by reduction ;}$$

$$\left.\begin{array}{l}\text{Above} + A_2 A_{2p} \\ - A_1 A_{2p-1}\end{array}\right\} = A_1 A_{2p-1}\left\{\cot 2\theta \cot 2p\theta - 1 - \cot 2p\theta \cot \overline{2p+2\theta}\right\}$$

$$= A_2 A_{2p-1} \cot(2p+2)\theta \text{ by reduction ;}$$

....

....

$$\left.\begin{array}{l}\text{Above} \\ - A_{2p+1} A_1 \\ + A_{2p}\end{array}\right\} = - A_{2p+1} \cot(2p+2)\theta = - A_{2p+2} \text{ ;}$$

Above $+ A_{2p+2} = 0$; *i.e.* $\phi(2p+2) + \phi(2p) = 0$

$\therefore\ \phi(2) = \phi(6) = \phi(10) = \ldots.$ and $-\phi(2) = \phi(4) = \phi(8) = \ldots.$

Now $f(x) f(-x)$ is an even function of x, and therefore odd powers of x cannot enter and $\phi(2p)$ is easily seen to the coefficient of x^{2p} in it.

$\therefore\ f(x) f(-x) = 1 + \phi(2)\left\{ + x^2 - x^4 + x^6 - x^8 + \ldots.\right\}.$

$\phi(2)$ is easily calculated to be -1.

$\therefore\ f(x) f(-x) = 1 - x^2 + x^4 - x^6 + x^8 - \ldots. = (1+x^2)^{-1}.$

(2.) *Solution by C. S. Mahadeva Aiyar, B.A.*

(Lemma.) Splitting into partial fractions, we have

$$\frac{(1+at)(1+bt)(1+ct)\ldots.(1+lt)}{(t-a)(t-b)(t-c)\ldots.(t-l)(1+t^2)}$$

$$= \Sigma \frac{(1+a^2)(1+ab)(1+ac)\ldots..(1+al)}{(t-a)(a-b)(a-c)\ldots.(a-l)(1+a^2)} + \frac{At+B}{t^2+1}$$

Putting t equal to zero, we have

$$(-1)^n . \frac{1}{abc\ldots.l} = \Sigma \frac{(1+ab)(1+ac)\ldots.(1+al)}{-a\,(a-b)\,(a-c)\ldots(a-l)} + B.$$

Again, putting t equal to $\sqrt{-1}$ and $-\sqrt{-1}$ successively and adding,

$$2B = (-1)^{\frac{n}{2}}\left[1 + (-1)^n\right] = 2\cos\frac{n\pi}{2}.$$

Writing $\tan A$, $\tan B \ldots$ for $a, b, \ldots$ we have

$$(-1)^n \cot A \cot B \ldots \cot L = \cos\frac{n\pi}{2} - \Sigma \cot A \cot(A-B) \ldots \cot(A-L),$$

Writing $-\theta, -2\theta, \ldots -n\theta$, for A, B, C .... and using the symbol in the given question,

$$A_n - A_{n-1}A_1 + A_{n-2}A_2 + \cdots + (-1)^{n-1}A_1A_{n-1} + (-1)^n A_n = \cos\frac{n\pi}{2}.$$

$\therefore\ f(x) \times f(-x) = 1 - x^2 + x^4 - x^6 \ldots\ldots$

131. *(V. Ramaswami Aiyar, M.A.)* If there be n quantities, $a, b, c, d \ldots l$, show that

$$\Sigma\left\{\frac{(ax-b)(ax-c)\cdots(ax-l)}{(a-b)(a-c)\cdots(a-l)}\right\} \equiv \frac{x^n-1}{x-1}.$$

(1.) *Solution by A. Radhakrishna Aiyar, B.A.*

Taking the fraction $\dfrac{(yx-a)(yx-b)(yx-c)\ldots(yx-l)}{(y-a)(y-b)(y-c)\ldots(y-l)(y-1/m)}$, whose numerator and denominator are functions of y of the nth and $(n+1)^{th}$ degrees respectively, and separating it into partial fractions having denominators $(y-a), (y-b), \ldots$ respectively, we have the fraction equal to

$$\frac{A}{(y-a)} + \frac{B}{(y-b)} + \frac{C}{(y-c)} + \ldots + \frac{L}{(y-l)} + \frac{M}{y-1/m},$$

where A, B, C.... M have to be found.

Now by reduction we have

$(yx-a)(yx-b)\ldots(yx-l) \equiv A(y-b)(y-c)\ldots(y-l)(y-1/m) + B(y-a)(y-c)\ldots(y-l)(y-1/m) + \ldots + L(y-a)(y-b)\ldots(y-k)(y-1/m) + M(y-a)(y-b)\ldots(y-l).$

Putting $y=a, b, c \ldots l, 1/m$ in succession, A, B, C, ... L, M are found.

The fraction is therefore equal to

$$\frac{a(x-1)}{(y-a)(a-1/m)} \cdot \frac{(ax-b)(ax-c)\ldots(ax-l)}{(a-b)(a-c)\ldots(a-l)} + \ldots$$

$$\frac{l(x-1)}{(y-l)(l-1/m)} \cdot \frac{(lx-a)(lx-b)\ldots(lx-k)}{(l-a)(l-b)\ldots(l-k)}$$

$$\frac{1}{+y-1/m} \cdot \frac{\left(\frac{x}{m}-a\right)\left(\frac{x}{m}-b\right)\ldots\left(\frac{x}{m}-l\right)}{\left(\frac{1}{m}-a\right)\left(\frac{1}{m}-b\right)\ldots\left(\frac{1}{m}-l\right)}$$

Putting $y=0$, and multiplying the denominators by $-m$, we have,

$$+1 \equiv (x-1)\,\Sigma\left\{\frac{(ax-b)(ax-c)\ldots(ax-l)}{(a-b)(a-b)\ldots(a-l)(am-1)}\right\} + \frac{(x-am)(x-bm)\ldots(x-lm)}{(1-m)(1-bm)\ldots(1-lm)}$$

Now putting $m=0$, we have

$$+1 \equiv -(x-1)\,\Sigma\left\{\frac{(ax-b)(ax-c)\ldots(ax-l)}{(a-b)(a-c)\ldots(a-l)}\right\} + x^n.$$

$$\therefore\ \Sigma\left\{\frac{(ax-b)(ax-c)\ldots(ax-l)}{(a-b)(a-c)\ldots(a-l)}\right\} \equiv \frac{x^n-1}{x-1}.$$

(2.) *Solution by C. S. Mahadeva Aiyar, B. A. and R. Ramachendra Row, B. A.*

Let T denote $(t-a)(t-b)(t-c)\ldots\ldots(t-l)$,

and A denote $(a-b)(a-c)\ldots\ldots(a-l)$.

We have, on splitting into partial fractions,

$$\frac{1}{T}=\Sigma\frac{1}{A(t-a)};\quad \frac{t}{T}=\Sigma\frac{a}{A(t-a)};\ \ldots\ldots\ \frac{t^{n-1}}{T}=\Sigma\frac{a^{n-1}}{A(t-a)}.$$

Putting t equal to zero in these identities, we get

$$\Sigma\frac{1}{-aA}=(-1)^n\frac{1}{abc\ldots l},$$

$$\Sigma\frac{a}{-aA}=\Sigma\frac{a^2}{-aA}=\ldots\ldots=\Sigma\frac{a^{n-1}}{-aA}=0.$$

$$\text{Also } \Sigma\frac{a^n}{aA}=\frac{(-1)^n}{abc\ldots l}\cdot\Sigma\frac{1}{-\frac{1}{a}\left(\frac{1}{a}-\frac{1}{b}\right)\ldots\left(\frac{1}{a}-\frac{1}{l}\right)}$$

$$\therefore \Sigma\left[\frac{(ax-a)(ax-b)\ \ldots\ (ax-l)}{-a(a-b)\ldots(a-l)}\right]=x^n\Sigma\frac{a^n}{-aA}$$

$$-x^{n-1}.\ \Sigma\frac{a^{n-1}}{-aA}+\ \ldots\ldots\ +(-1)^n abc\ldots l\Sigma\frac{1}{-aA},$$

$=1-x^n$. Hence the proposition.

(3) *Solution by the Proposer.*

Let $f(z)\equiv(z-a)(z-b)(z-c)\ldots(z-l)$.

Then $\dfrac{x^n f(z)-f(zx)}{f(z)}$ is a fraction in z of degree $(n-1)$ in the numerator and n in the denominator. Putting it into partial fractions we have

$$\frac{x^n f(z)-f(zx)}{f(z)}\equiv\Sigma\frac{f(ax)}{(a-z)f^1(a)}$$

In this identity put $z=0$ and we get $x^n-1\equiv\Sigma\dfrac{f(ax)}{af^1(a)}$; whence

$$\Sigma\left\{\frac{(ax-b)(ax-c)\ \ldots\ (ax-l)}{(a-b)(a-c)\ \ldots\ (a-l)}\right\}\equiv\frac{x^n-1}{x-1}.$$

NOTICE TO CORRESPONDENTS.

The Mathematical Editor will be glad to receive solutions of the following Questions proposed in this Journal ;—

25; 44; 46; 50; 69; 86; 88; 90; 96; 97; 98; 101; 112; 116; 120; 150; 152; 157.

Mathematical contributors are requested to communicate their address to the Editor.

NOTIFICATIONS.

BOMBAY.

List of appointments in the Educational Department for the month of December 1896.

2nd December 1896.—Mr. P. N. Shahani is appointed 10th Assistant, Shikarpur High School.

5th December 1896.—The following appointments are made in the Elphinstone High School; Mr. V. S. Desai to be 4th Assistant; Mr. S. S. Kadri to be 5th Assistant; Mr. S. F. A. Edroos to be 6th Assistant; Mr. K. F. Daruvala to be 7th Assistant; Mr. F. K. Bajan to be 8th Assistant; Mr. N. M. Pavri to be 9th Assistant; Mr. S. B. Doctor to be 10th Assistant; Mr. E. R. Sahiar to be 11th Assistant; Mr. F. P. Desai to be 12th Assistant; Mr. R. L. Damania to be 13th Assistant; Mr. M. I. Kadri to be 14th Assistant; Mr. N. K. Daji to be 15th Assistant; Mr. S. M. Vazifdar to be 16th Assistant; Mr. U. G. Dewan to be 17th Assistant; Mr. S. Mainuddin to be 18th Assistant; Mr. J. B. Mehta to be 19th Assistant; Mr B. M. Bahadurji to be 20th Assistant; Mr. B. M. Sataria to be 21st Assistant; Mr. B. R. Lentin B.A., to be 22nd Assistant.

7th December 1896.—The following appointments are made in the Satara High School; Mr. N. V. Gokhale B.A., to be 4th Assistant; Mr. H. V. Godbole, B.A., to be 5th Assistant; [illegible] B. M. Kale, B.A., to be 6th Assistant.

12th December 1896.—Mr. R. L. Soizan, B.A., is confirmed as 5th Assistant Master B. J. High School, Thana; Mr. V. B. Joshi is confirmed as 14th Assistant Master B. J. High School, Thana.

16th December 1896.—Mr. C. H. Pandya, B.A., 3rd Assistant, Ahmedabad High School is appointed 1st Assistant Broach High School; Mr. M. B. Belsare, B.A., 4th Assistant Ahmedabad High School is appointed 3rd Assistant in the same school; Mr. M. M. Balsara, B.A., 4th Assistant, Broach High School is appointed 4th Assistant Ahmedabad High School; Mr. B. K. Agarvala, B.A., 7th Assistant, Ahmedabad High School is appointed 4th Assistant Broach High School; Mr. J. K. Dalal, B.A., 10th Assistant, Surat High School, is appointed 7th Assistant, Ahmedabad High School; Mr. M. A. Pandya, B.A., 3rd Assistant Godra High School, is appointed 10th Assistant, Surat High School.

26th December 1896.—Mr. C. M. Gandhi, B.A., is appointed 3rd Assistant, Godra High School; Mr. B. M. Mehta, is appointed 2nd Assistant Master, Godra High School; Mr. C. L. Divanji, is appointed 2nd Assistant Master, Surat Middle School.